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ST. NORBERT COLLEGE
1964-'66
GENERAL BULLETIN

VOLUME XXIX

MARCH 1964

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RECOGNITIONS

COLLEGE

- Accreditation* North Central Association of Colleges and Secondary Schools
- Memberships* American Council on Education
Association of American Colleges
National Catholic Education Association
National Commission for Accreditation

EDUCATION DEPARTMENT

- Accreditation* National Council for the Accreditation of Teacher Education
- Approval* Wisconsin State Department of Public Instruction

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CALENDAR 1964-1965

SUMMER SESSION

June 22	M	Registration, 9:00 A.M. to 3:00 P.M.
June 22	M	Convocation for religious, 4:00 P.M.
June 23	T	Opening Mass, 7:00 A.M., St. Joseph Church
June 23	T	Classes begin, 7:50 A.M.
June 25	Th	Registration closes, 3:00 P.M. Last day for course changes
July 31	F	Final examinations

TERM I

September 9-12	W-S	Orientation for freshmen
September 10	Th	Registration of non-resident students and all freshmen
September 11	F	Registration of resident students
September 12	S	Opening Mass and convocation
September 14	M	Classes begin at 8:00 A.M.
September 21	M	Last day for class changes and registration
October 5	M	Last day to drop classes without penalty
November 2	M	Last day to apply for a June degree
November 19	Th	Last classes of Term I
November 20-25	F-W	Final examinations—end at noon Wednesday

TERM II

December 2	W	Classes begin at 8:00 A.M.
December 8	T	Feast of the Immaculate Conception—no classes
December 9	W	Last day for class changes and registration
December 19	S	Christmas recess begins at noon
January 4	M	Classes resume at 8:00 A.M.
January 6	W	Last day to drop classes without penalty
February 23	T	Last day of classes for Term II
February 24-27	W-S	Final examinations—end at noon Saturday
March 1-2	M-T	Graduate Record Examination for March and June graduates

TERM III

March 8	M	Classes begin at 8:00 A.M.
March 15	M	Last day for class changes and registration
March 19	F	St. Joseph Day—no classes
March 29	M	Last day to drop classes without penalty
April 14	W	Easter recess begins at 9:00 P.M.
April 20	T	Classes resume at 8:00 A.M.
May 21	F	Last day of classes for Term III
May 22-26	S-W	Final examinations—end at 5:00 P.M. Wednesday
May 27	Th	Ascension Thursday
May 29	S	Baccalaureate service, 7:30 P.M.
May 30	Su	Commencement

CALENDAR 1965-1966

SUMMER SESSION

June 21	M	Registration, 9:00 A.M. to 3:00 P.M.
June 21	M	Convocation for religious, 4:00 P.M.
June 22	T	Opening Mass, 7:00 A.M., St. Joseph Church
June 22	T	Classes begin at 7:50 A.M.
June 25	F	Registration closes, 3:00 P.M.
		Last day for course changes
August 13-14	F-S	Final examinations

TERM I

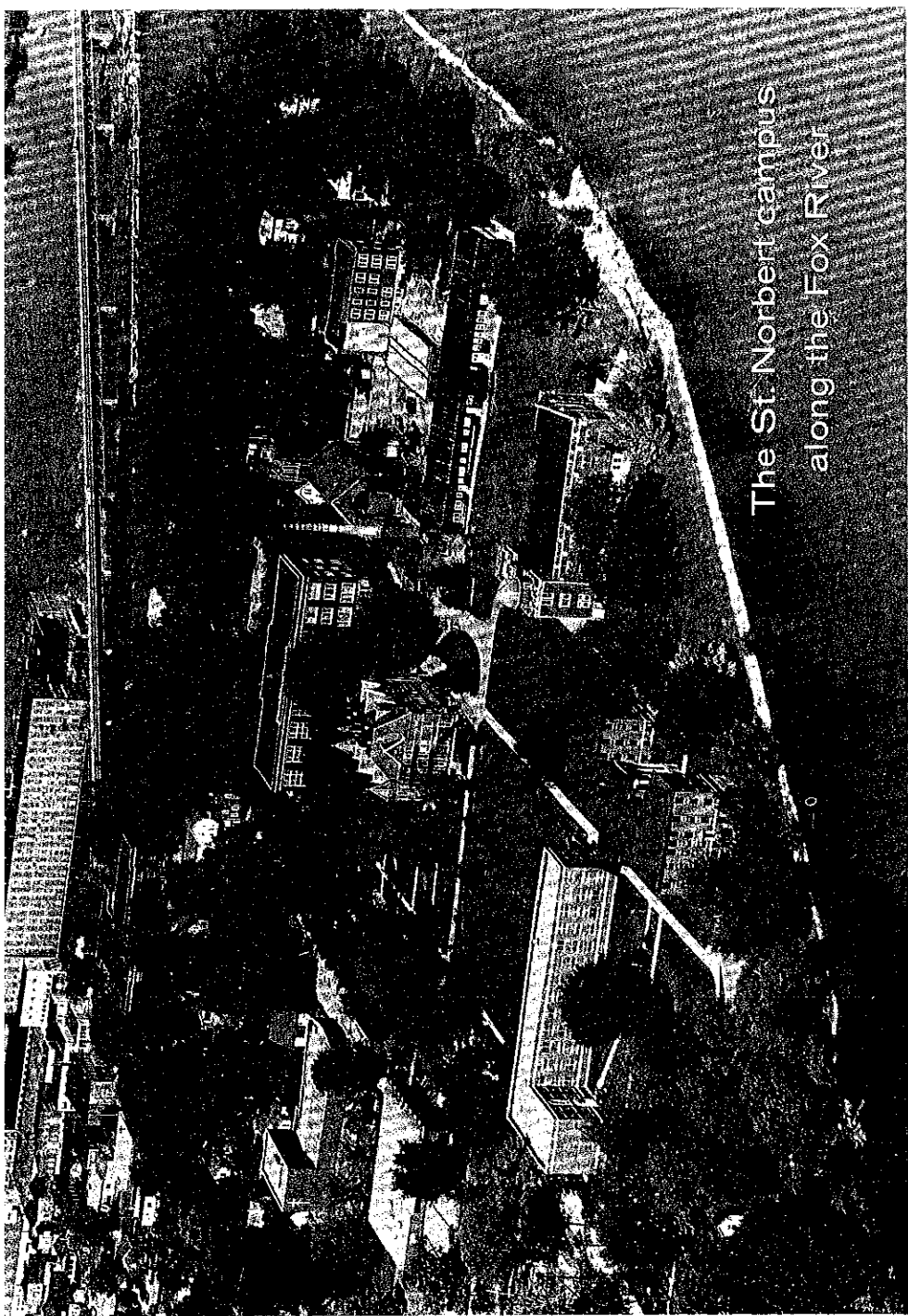
September 8-11	W-S	Freshmen orientation
September 9-10	Th-F	Registration Days, 8:00 A.M.--4:00 P.M.
September 11	S	Opening Mass and convocation
September 13	M	Classes begin at 8:00 A.M.
September 20	M	Last day for registration and class changes
October 4	M	Last day for dropping courses
November 1	M	Feast of All Saints--no classes
November 8	M	Last day to apply for a June degree
November 19	F	Last day of classes
November 20-24	S-W	Final examinations for Term I

TERM II

December 1	W	Classes begins at 8:00 A.M.
December 8	W	Feast of the Immaculate Conception--no classes
December 10	F	Last day for class changes and registration
December 18	S	Christmas recess begins at noon
January 3	M	Classes resume at 8:00 A.M.
January 5	W	Last day to drop courses without penalty
February 22	T	Last day of classes
February 23-26	W-S	Final examinations for Term II
Feb. 28-Mar. 1	M-T	Graduate Record Examinations for March and June graduates

TERM III

March 7	M	Classes begin at 8:00 A.M.
March 14	M	Last day for registration and class changes
March 19	S	Feast of St. Joseph--no classes
March 24	M	Last day to drop courses without penalty
April 6	W	Easter recess begins at noon
April 12	T	Classes resume at 8:00 A.M.
May 2	M	Last day to apply for December and March degree
May 18	W	Last day of classes
May 19	Th	Ascension Thursday--no classes
May 20-25	F-W	Final examinations for Term III
May 28	S	Baccalaureate service, 7:30 P.M.
May 29	Su	Commencement



The St. Norbert campus
along the Fox River

GENERAL INFORMATION

NATURE AND OBJECTIVES OF COLLEGE

St. Norbert College is a Catholic liberal arts college.

A college is a community of learned men and women seeking the full truth, and leading students in the same search.

A Catholic college recognizes that the ultimate truth and highest wisdom for man is the knowledge of God in the Beatific Vision; that all other knowledge, whatever its autonomy within a discipline, should be directed toward this highest wisdom; that the philosophy most successful in the service of this ordering is the Scholastic Philosophy; and that the final source and guide of this ordering is the Catholic Church.

A liberal arts college requires a broad, basic education for all students, aimed at producing a well-rounded person capable of enjoying his humanity; and who, though competent in a special knowledge, is not circumscribed by it.

In keeping with its nature, St. Norbert College strives to help its faculty and students acquire:

An understanding and appreciation of Jesus Christ, of His redemptive work, of His teachings, of the Church which is the embodiment of all these, of our place in that Church, and of Her relevance to contemporary, and to eternal life.

An understanding of the basic principles of the Scholastic Philosophy, and their contribution to an adequate philosophy of life.

An understanding and appreciation of the dignity of the individual human being, and of the human community, local, national, and world; of the problems pressing on them; and of the need for active, intelligent participation in the solution of these problems.

An understanding of contemporary cultures, our own and others, and of their roots in the cultures of the past; and an ability to share and enjoy the products and activities of these cultures, especially literature, music, and art.

An understanding of the common phenomena of our physical environment, and an appreciation of the implications of scientific discoveries for human welfare.

The ability to receive, analyze, organize, and communicate ideas.

In a limited number of subjects, the competence necessary to enter a productive position, or to engage in higher studies.

HISTORY OF THE COLLEGE

St. Norbert College was founded as a college for men in 1898. It became coeducational in 1952. From its beginning, though operated by a Catholic religious order, its doors have been open to students of all faiths.

Founded as a Premonstratensian abbey school, St. Norbert College is the direct historic successor to a long line of European seats of learning that stretches back to the eleventh century. As such it has inherited those traditions which sponsored the medieval reputation of the Norbertine abbey as a promoter of education and culture. The abbeys of Cappenberg, Steinfeld, Pohlde, Ilfeld, and Ratzburg in Germany, Strahov and Doxan in Bohemia, Mariengaerde and Witewierum in Friesland, Vicogne in Flanders and Dryburgh in Scotland are a few examples. The English historians, Rose Graham and Alfred H. Sweet, give definite facts about the excellent libraries in Norbertine abbeys. Graham states that twenty one Premonstratensian houses "before the end of the twelfth century added largely to the number of public libraries." The cartulary of St. Radegund Abbey rests in the Bodleian Library, Oxford.

This tradition of learning continued with Premonstratensian development. In every age in which the order flourished it has adapted itself most completely to the needs of the times. In the days of St. Norbert, the Princely Founder, it was the monastic life of study and prayer which he sought to combine with the duties of parochial work and preaching. The testimony of history is that this combination was successfully achieved.

This is not to be wondered at. Premonstratensians are canons, priests living a canonical life. This is based on a thoroughly monastic preliminary training in which a love of prayer and study becomes almost second nature. Then comes college and university life with its stress on intellectual values. Later comes contact with the outside world through functions in the ministry either as pastor or professor, and the practical realization of the spiritual needs of society. Dedicated to the divine service and to his fellow man, the Premonstratensian canon does not weaken the value of his community service by demanding financial compensation adequate to his training and experience.

The only four-year degree-granting institution in the Green Bay-De Pere area, St. Norbert College recapitulates in its own development the area it serves. Green Bay's roots go back to 1634, when the French established fur trading posts and missions here. In 1670 the first permanent mission was founded in De Pere, then known as "Rapides Des Peres", Rapids of the Fathers. The British came later. An American outpost was established here in 1816. Monuments still stand as reminders of Fort Howard and Fort Smith, between Green Bay and De Pere. While most of the Middle West was still a wilderness Green Bay and De Pere were flourishing outposts of our early national life.

It is not surprising, then, that St. Norbert College came into being as did many of the early eastern colleges, like Harvard, William and Mary, and others, which were founded initially to provide means for education of young men for the clergy. As late as 1898 Northeastern Wisconsin, despite its proportionately large Catholic population, had no facilities for preparing men for the priesthood. To the zealous and extremely capable young canon, Father Bernard Henry Pennings, who had come to America from his native Holland in 1893 bent on establishing the Norbertine Order in the United States, fell the lot and good fortune of establishing St. Norbert College in De Pere. The first student, Frank Van Dyke, a native of De Pere, began his classes on October 12, 1898. St. Norbert College was thus founded. Father Pennings became its first and only president until the time of his death, March 17, 1955. He also became the first Norbertine abbot in America.

As early as 1901 business courses were added to the curriculum. Within a few years the college bulletin carried the announcement that classical students who wished to prepare themselves for other professions than the priesthood were being accepted. Graduates of Dartmouth, Holy Cross, and other colleges were hired to supplement the Norbertine staff. The curriculum was gradually enriched with new courses and additional departments. Accreditation was sought and achieved. In 1930 the administration of the preparatory department was separated from the college. In 1935 a summer session was instituted, which continues to function as an integral part of the credit offerings. The Reserve Officers' Training Corps, introduced in 1936, has become widely recognized for its enviable record of military success. In 1937 special Saturday classes for teachers and other adults were organized, and in 1950 an evening session became a part of the annual college program of credit courses.

In 1959, St. Norbert High School moved off the campus, marking the complete separation of the college and preparatory school.

The decision to turn coeducational in 1952 was originally made to afford women only from the immediate area an opportunity to obtain a college education. Later a limited number of resident coeds were housed in college-owned homes near the campus. The construction of a women's residence hall in 1963 acknowledged the college's total recognition of the important role they now play in campus life. In 1964, coeds accounted for approximately a third of the total enrollment.

THE NORBERTINES

St. Norbert College is owned and operated by the Order of St. Norbert, a Catholic religious order, known also as Premonstratensians, Canons Regular of Premontre, White Canons, and Norbertines. The order was founded in the year 1120 in Premontre, France, by St. Norbert, a relative of Emperor Henry IV and a member of his imperial court. Norbert died as Archbishop of Magdeburg in 1134, after he had seen the successful development of his order during his own time.

A century after its foundation the Order of St. Norbert counted nearly one thousand abbeys and priories. Various causes, such as the Great Western Schism, the Reformation, and the French Revolution diminished its numbers over the years, but at no time did it cease to exist. In modern times it is represented in nearly all countries of Europe, in England and Ireland, in Africa, India and South America, as well as in the United States and Canada, as an order committed to educational work, missionary endeavors, and parochial cooperation.

FACILITIES

CAMPUS AND BUILDINGS

The main campus is located on the banks of the Fox River in West De Pere. This fifteen acre area is being gradually expanded. Six blocks from the main campus and also on the banks of the river is a sixty eight acre area on which are located the athletic practice fields, tennis courts, and other facilities. The presently planned development program for the growth of St. Norbert College over the coming ten to fifteen years is partially directed toward this latter area.

MAIN HALL, dedicated in 1903, is the oldest of the present college buildings. It contains a student bookstore in the basement, administrative offices on the first floor, other administrative offices and classrooms on the second floor, and ROTC classrooms on the third floor, replacing what was formerly an auditorium.

ST. NORBERT COLLEGE CAMPUS

Claude Allouez Bridge

ABBOT PENNING'S
HIGH SCHOOL

FOX RIVER

WEST
STREET

REID STREET

STREET

STREET

GRANT STREET

STREET

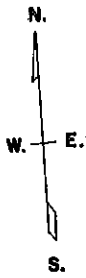
THIRD STREET

SECOND STREET

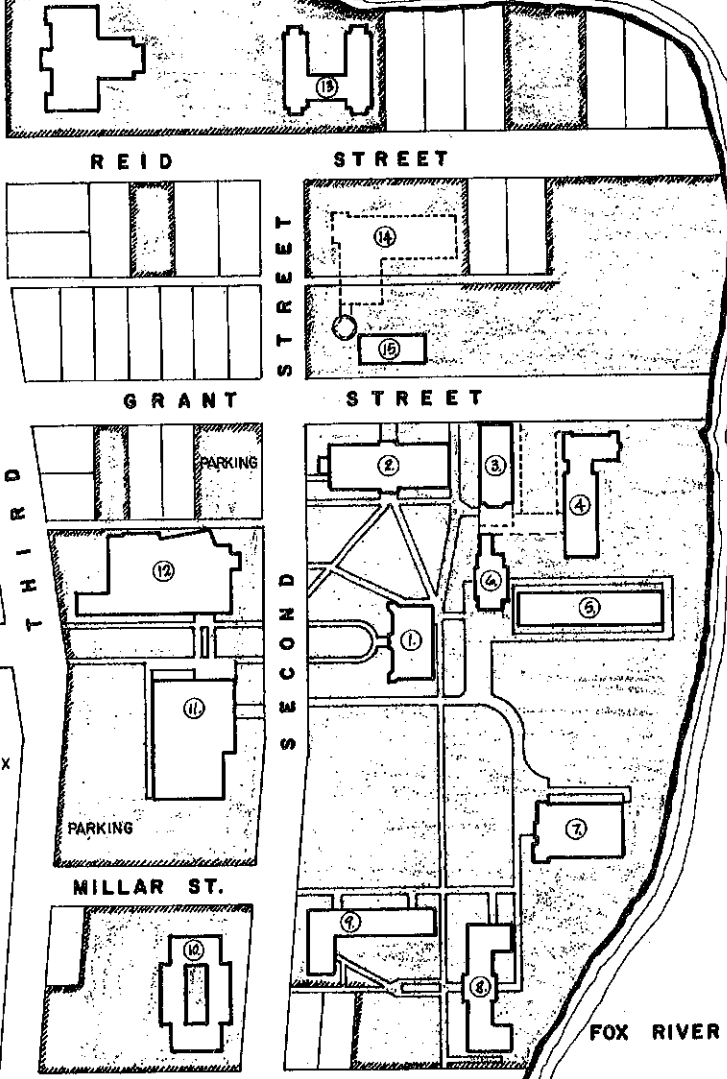
MILLAR ST.

MARSH STREET

FOX RIVER



- 1. MAIN HALL
- 2. BOYLE HALL
- 3. ST. JOSEPH NAT'L SHRINE
- 4. FACULTY RESIDENCE
- 5. TEMPORARY SCIENCE ANNEX
- 6. HEATING PLANT
- 7. VAN DYKE GYM
- 8. BERNE HALL
- 9. SENSENBRENNER HALL
- 10. MEN'S RESIDENCE HALL
- 11. MEMORIAL UNION
- 12. ABBOT PENNING'S HALL OF FINE ARTS
- 13. WOMEN'S RESIDENCE HALL
- 14. FUTURE SCIENCE BLDG.
- 15. ST. JOSEPH HALL



BOYLE HALL, a gift of Mr. Henry Boyle of Fond du Lac, was dedicated in 1917 in honor of his son, Francis H. Boyle. The spacious structure houses the college library, the botany laboratory, and general classrooms.

ST. JOSEPH'S HALL, acquired by the college in 1962, formerly housed the St. Joseph parish grade school in West De Pere. The building, constructed in 1916, now accommodates the St. Norbert reading clinic as well as both classrooms and offices for the education and art departments.

ST. JOSEPH'S CHURCH, which is the National Shrine of St. Joseph, was assigned to the care of the Norbertine Fathers in 1898. It is used by the college as one of three campus chapels.

SCIENCE BUILDING, a post-war project erected by the U. S. Government in 1947, is a temporary structure, but it serves to house the chemistry department, the zoology department, college classrooms, and service facilities. The partial basement houses the storerooms of the ROTC unit.

THE CENTRAL HEATING PLANT was erected in 1917 as the gift of Mr. Henry Boyle. It serves all campus buildings. Major renovation was carried out in 1963.

VAN DYKE GYMNASIUM, named after the first student of St. Norbert College, Frank Van Dyke, later Father Van Dyke, was built in 1930. It houses the playing floor, physical education classrooms, dressing rooms, and handball courts.

BERNE HALL contains living quarters for 160 boarding students, an honors lounge, a science lecture hall, and the president's quarters. This building was dedicated in 1942, a gift of over 6000 people of Northwestern Wisconsin.

FRANK J. SENSENBRENNER HALL contains living quarters for 180 boarding students, a language laboratory, chapel and lounge. This structure, dedicated in June 1956, was financed through a government loan to be self-amortized over forty years. The building was named after Mr. Frank J. Sensenbrenner, K. C. S. G. of Neenah, a generous benefactor to many St. Norbert College projects.

WOMEN'S RESIDENCE HALL, opened in September of 1963, houses 176 women students. The building was financed by a long-term federal loan.

NEW MEN'S RESIDENCE HALL, completed in 1963, accommodates 232 men. This residence hall is occupied by upperclassmen, who live in four-man units. It is financed under provisions of the same federal loan covering the women's residence hall.

ABBOT PENNING'S HALL OF FINE ARTS, containing the auditorium, band rooms, and classrooms, was dedicated in June 1956. It is a gift of over four hundred industries, friends, and alumni of St. Norbert College. Approximately one half of the cost was met by local gifts and the other half by friends in other parts of Wisconsin. It was named after the school's founder, Abbot Pennings.

INFIRMARY, contains in addition to four two-bed sick rooms, quarters for the director of student health, two infirmarians and the **DISPENSARY** where standard remedies for transient ailments and first aid are available.

J. R. MINAHAN STADIUM, the gift of Dr. John R. Minahan of Green Bay, was completed in 1937. It is located on the River Road at the north city limits in East De Pere.

MEMORIAL UNION, dedicated in 1961 to the memory of Frank J. and Margaret Sensenbrenner, whose sons and daughters, John S. Sensenbrenner, J. Leslie Sensenbrenner, Mrs. Gertrude Bergstrom, and Mrs. Margaret Gilbert, made this building possible through their major gift. The Memorial Union serves as the social, cultural, recreational, and, in a certain sense, educational center

of the campus. In it over 43,000 square feet of space are assigned to lounges, meeting rooms, game rooms, club rooms, and dining facilities.

LIBRARY

The **JOSEPH M. CONWAY MEMORIAL LIBRARY**, relocated and enlarged on the third and fourth floors of Boyle Hall in 1960, contains approximately 50,000 volumes, with space for an additional 25,000 volumes. The library is named after the late Green Bay paper industrialist who was a charter member of the St. Norbert Board of Governors and a generous benefactor to the College.

LOCATION AND ACCESSIBILITY

St. Norbert College is scenically situated on the west banks of the Fox River in the city of De Pere (1960 population: 10,105), Wisconsin, in the north-eastern part of the state. De Pere is located approximately 200 miles north of Chicago, 100 miles north of Milwaukee and five miles south of Green Bay.

The college is accessible by air (North Central Airlines, via Austin Straubel Field at Green Bay), rail (Chicago and Northwestern Railway), and bus. U.S. highway 41 and state highway 57 pass through De Pere, while U.S. 141 and state highways 29 and 32 go through nearby Green Bay.

ADMINISTRATIVE INFORMATION

DISCIPLINE AND REGULATIONS

The college authorities believe firmly in the value of self-discipline. They use every opportunity to develop in the students the sense of responsibility, the understanding, and the motivation which will prompt them to direct their own activities in the right way.

Nevertheless, experience has convinced the administration that to attain the objectives of the school, and to preserve order and harmony, regulations are necessary. At St. Norbert these have been kept as simple as possible. Those which obtain, however, are strictly enforced. A copy of the regulations is given to all students every year. It is their responsibility to familiarize themselves with these regulations. Violations make the offender liable to the sanctions indicated.

The dean of men and the dean of women supervise and coordinate the work of the counselors in directing student disciplinary matters for their respective groups. They refer serious disciplinary cases to the board of counselors and to the student judicial board for study and recommendation to the director of student personnel. In cases involving dismissal or suspension from college, the director of student personnel shall act only after consultation with the president. For less serious offenses the counselors themselves will impose the penalties on the students over whom they have jurisdiction.

EXPENSES

BASIC EXPENSES EACH TERM

Tuition (8-13 Credits) \$265

This tuition charge is the total instructional cost for one term. It provides for instruction, library, laboratory, ordinary infirmary services, student publications, athletic and educational programs for the general student body.

Board: \$150 per term
Room: Residence Halls
All \$110 per term
College Homes
\$90 per term

Board entitles the student to regular meals each day, seven days a week except during scheduled vacation periods. No meals are served on the campus during Thanksgiving, Christmas, Easter or during term vacations between terms.

ADMINISTRATIVE INFORMATION

INSURANCE

Health and accident insurance will be offered to all full-time students on a voluntary basis. The college itself will insure only those students who participate in major and/or minor athletics. All those students who participate in intramural programs must provide their own coverage and are urged to enroll on the health and accident program. This insurance coverage is available to all full-time students. An explanatory brochure will be mailed to all parents prior to registration at the college by the insurance company.

PAYMENT OF BASIC EXPENSES BY TERMS

Non-resident students will pay all tuition on registration day.

Resident students will pay all tuition and one-half the cost of room and board on registration day. The balance of the room and board will be paid by October 20 for Term I, January 20 for Term II and April 20 for Term III.

Veterans attending under public law 550 must make individual arrangements with the business office concerning their payments.

Arrangements for deferred payments (installments due for a year's study) can be sanctioned only in particular cases and with the approval of the business manager. These arrangements must be completed at least a week before the date of registration. For this added service a processing fee of \$1.00 per payment will be charged.

Students who fail to meet payments when they are due, or by the date a student has agreed to make a payment, are regarded as delinquent and are subject to a penalty of \$5.00 for late settlement of account, which applies also to payments due on October 20, January 20 and April 20.

SPECIAL EXPENSES

Advanced Placement – High School Students	
Registration Fee (payable once)	\$10.00
Advance Placement – Instructed at SNC	5.00 per credit
Auditing, each credit (No charge to audit Theology)	16.50
Auditors	None
Late registration fee: \$10.00 for first day; \$1.00 for each additional day	
Late class changes, per change	2.00
License Certification Reports for special students (Payable once)	5.00
Linen Service	7.50 per term
Make-up Examination Fee	5.00
Matriculation Fee, (Payable once – no refunds)	15.00
Regular students (includes entrance examinations)	5.00
Special students	None
Noon Meal Ticket	37.00 per term
Piano and Voice Lessons	30.00 per term
Practice Room	7.00 per term
Reading Proficiency Lab. Fee	16.50 per term
R.O.T.C. Deposit (Paid to Business Office and refunded on return of equipment)	5.00
Second and subsequent official transcript of credits	1.00
Special Psychological Tests and Counseling Service, Minimum	5.00
Tuition for less than 8 credits	33.00 per credit
Tuition for more than 13 credits	22.00 per credit
Union – Activities Fee – per term	
Students – Full-time	17.00
Students taking 5-7 credits – per term	10.00

REFUNDS

Refunds to parents and students will be made only after the proper withdrawal form has been completed and presented at the business office. However, refunds may be made to students dismissed because of unsatisfactory work or infringement of college rules as the administration deems fair and just in individual cases.

The amount of tuition refund will be computed on a charge of 10% per week of enrollment with no refund after mid-term. Thus, a student withdrawing during the first week is charged 10% of tuition; during the second week, 20%, etc. No refund on board is allowed for the first two weeks of absence. There will be no refund for room after mid-term. No refund is allowed for fees involved in applied music, remedial reading, auditor's charges, conversational courses, lecture series, Union-Activities fee or any other courses determined to be non-refundable by the administration.

STUDENT ACTIVITIES

ORGANIZATIONS

Alpha Delta Gamma (National Catholic Social Fraternity)
 Alpha Phi Omega (National Service Fraternity)
 Alpha Omega (Mass Servers Society)
 American Chemical Society—Student Affiliates
 Association of the United States Army
 Athenaeum
 Band
 Chamber Singers
 Chicago Club
 Chorus
 Circle K (Kiwanis Student Affiliates)
 College Players
 Delta Epsilon Sigma (National Catholic Scholastic Honorary Society)
 Delta Zeta (National Social Sorority)
 Des Peres Staff (The Yearbook)
 Duplicate Bridge Club
 Engineering Club
 Kappa Beta Gamma (National Social Sorority)
 Knights of Columbus
 Music Educators National Conference . .
 Psychology Club
 Sigma Beta Kappa (National Catholic Fraternity)
 Sigma Nu Chi (Local Fraternity)
 Ski Club
 Society for the Advancement of Management
 Student Education Association
 Student Senate (see "Student Government")
 Theta Phi Alpha (National Social Sorority)
 Times Staff (Campus Newspaper)
 Varsity Club
 White Knights (Ski Club)
 Young Christian Students
 Young Democrats
 Young Republicans

ADMINISTRATIVE INFORMATION

ATHLETICS

INTRAMURAL: Intramural sports include touch football, basketball, volleyball, softball, bowling, and paddle ball. Intramural sports are offered for both men and women students on a year-around basis.

INTERCOLLEGIATE: St. Norbert has four major and three minor sports at the intercollegiate level of competition. Major sports are football, basketball, track, and baseball. Minor sports are golf, tennis, and rifle marksmanship—the latter having a separate team for both the men and women.

St. Norbert is a member of both the National Collegiate Athletic Association (NCAA) and the National Association of Intercollegiate Athletics (NAIA).

ELIGIBILITY FOR PARTICIPATION

Certain co-curricular activities have been designated by the college as those which place particular time-demands upon the participants. To take part in these activities, a student must have a 2.00 (C) academic grade point average. These activities include all fraternities and sororities, the campus newspaper and year-book, dramatics (including musicals), and the Young Christian Students (YCS). This same academic requirement pertains to participants in intercollegiate athletics.

STUDENT AID

THE COLLEGE COMPACT ON FINANCIAL AID

St. Norbert is a member of the "College Compact on Financial Aid." This affiliation unites St. Norbert with many other institutions of higher learning from throughout the country which share the conviction that their financial aid programs exist primarily to provide assistance to students who, without such aid, would be unable to attend their colleges.

The institutions forming this compact adhere to common principles and practices regarding financial aid to students. Copies of these principles are provided to all students requesting aid.

TYPES OF STUDENT AID AVAILABLE

St. Norbert College offers assistance to a limited number of deserving students through a program of scholarships, assistancies, grants-in-aid, loans, and student employment. Academic proficiency, need, sound moral character, and outstanding contribution to student life form the bases upon which awards are made. To establish need each student applying for any form of student aid must submit a **Parents' Confidential Statement** to the College Scholarship Service, Princeton, New Jersey. Blank forms may be secured from any high school or from the committee on student aid, St. Norbert College.

A **scholarship** is an award for excellence which provides for the remission of all or part of the tuition cost for one year, and may be renewed for each subsequent year, to a maximum of four years, provided that the holder meet the following conditions: (1) have a grade point average of "B" (3.00) for the previous

semester, except in the case of freshmen who are allowed the two semesters of the freshman year to achieve a "B" (3.00) average; and (2) make formal application for renewal to the committee on student aid by Friday of the first week in May for the sub year.

Scholarships are classified as founded, excellency, and commemorative in accordance with the source from which the support is derived and the purpose for which each was established. Freshmen may qualify for a scholarship award through the annual WBAY competition or by the achievement of excellence in high school. Other students may apply for founded or commemorative scholarships provided their academic average is "B" (3.00) or better for the term preceding the one for which they seek aid. Transfer students are not eligible for scholarship aid during their first semester at St. Norbert.

An **assistancy** is aid, in the form of remuneration, for assignments requiring a particular skill. Students possessing specific skills are assigned on the basis of requests made to the committee on student aid by the departments of the college. The grade point average for an assistancy is determined by the department in which the student is assigned.

A **grant-in-aid** is a remission of all or part of tuition for a deserving student who might otherwise be deprived of a college education because of circumstances of family or personal income; and, conditioned upon the student's ability to contribute, in a special way, to student life in such areas as music, dramatics, athletics, and publication. To be eligible for the grant-in-aid, the student must: (1) maintain a cumulative grade point average of "C" (2.00) or better (eligibility of first semester freshmen is determined by College Board tests); and (2) make formal application to the committee on student aid by Friday of the first week in May for the first term of the following year. (Entering freshmen may make application upon receipt of a statement of admissions from the academic dean.)

Student employment is aid to a limited number of responsible students in the form of such on campus jobs as may be available in connection with maintenance or service. (A cumulative grade point average of "C" (2.00) or better is required of all students receiving aid through student employment.) The committee on student aid accepts applications for employment and makes all work assignments.

A **loan** is the advancement of a sum of money to a student in need of financial assistance to continue, or commence, a college education. Loan funds, in limited amounts, are made available by the college, the state, the federal government, and from private capital. Applications for loans are made to the committee on student aid.

LOAN FUNDS

M. T. Heller Student Loan Fund, a gift of \$5,000.00 from the Nicolet Paper corporation of De Pere and Milprint, Inc. of Milwaukee to be used in the unfettered judgment of the College to aid deserving students, with sympathetic consideration given to the sons and daughters of Nicolet and Milprint employees. The gift is a memorial to Mr. M. T. Heller, founder, and for forty years president of Milprint, Inc. The memorial was established in December 1953.

Mr. and Mrs. Frank J. Sensenbrenner and Children Scholarship and Loan Fund. See description, next page.

Wisconsin State Loans to College Students are available to residents of Wisconsin and are awarded on the basis of good academic records, need, and the possession of qualities of leadership. Students may borrow up to \$750 for each academic year, and \$250 for each summer session to a maximum of \$5000 over a period of years. Loans will bear interest at the rate of 1% from the date of the

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loan to one month following the date of last attendance, and 5% from the date until the loan is repaid.

National Defense Student Loans are available through St. Norbert College. Under this program a student may borrow a maximum of \$1000 each year to a total of \$5000. Repayment of the loans begins one year after the student ceases to be a full time student. The interest rate of 3% per annum starts at the time repayment begins.

The Student Loan Act provides that up to 50% of the loan and the interest on the portion of the loan will be cancelled at the rate of 10% per annum provided that the student becomes a full time teacher in a public elementary or secondary school.

FOUNDED SCHOLARSHIPS

These scholarships which have been established to commemorate the name of the benefactor or which were established for a particular purpose, as indicated, are classified as founded. These are:

Abbot Pennings Scholarship. Value, \$650.00 a year. This award was established to honor the founder and first president of St. Norbert College, the Right Reverend Bernard Henry Pennings, O. Praem. (1861-1955).

I. F. Van Dyke Scholarship. Value, \$650.00 a year. The Van Dyke scholarship has been established to perpetuate the name of the first student of the college, Father Ignatius Frank Van Dyke (1883-1944).

De Wilt Scholarship. Value, \$650.00 a year. This scholarship tribute to the first major benefactor of the newly established college, the Reverend Eleazar De Wilt, who died as pastor of St. Paul's Church, Wrightstown, Wisconsin. His gift to the college was \$22,000.00, a major amount in those days.

Van Hootegem Scholarship. Value, \$200.00 a year. This first permanent and formally established scholarship fund (\$5,000.00) was given to St. Norbert College by Reverend Francis E. Van Hootegem (1856-1906) for needy ecclesiastical students of St. Francis Church, Hollandtown, Wisconsin, or otherwise from within the territory of the Green Bay Diocese.

Knegtel Scholarship. Value, \$200.00 a year. This scholarship for "Classical Studies" was established for young men of St. John's Parish, Little Chute, Holy Martyrs of Gorcum Parish, Preble, or anywhere in the Diocese of Green Bay, to be chosen in the order listed. The gift, a \$5,000 foundation, was received from Rev. Theodore Knegtel (1845-1915).

Quinlan Scholarship. Value, \$225.00 a year. The donor of this award was Mr. Michael J. Quinlan of Soperton, Wisconsin. The foundation (\$5,000) was formally established September 7, 1917, for priesthood students from the descendants of the beneficiary, or eligible candidates from the territory of the Diocese of Green Bay, to be chosen in the order listed, as long as they "give well-founded signs of a vocation to the Roman Catholic priesthood."

Mr. and Mrs. Frank J. Sensenbrenner and Children Scholarship and Loan Fund, a fund of \$30,000 contributed by Colonel John S. Sensenbrenner, Mr. J. Leslie Sensenbrenner, Mrs. Gertrude Sensenbrenner Bergstrom, and Mrs. Margaret Sensenbrenner Gilbert, in memory of their parents, Mr. and Mrs. Frank J. Sensenbrenner. Income from this fund is used for scholarships and loans to young men and women of the area of the Catholic Diocese of Green Bay, who qualify by virtue of academic proficiency, moral worthiness and proven need.

Henry G. Mueller Scholarship, a fund of \$10,000 contributed by Mr. Mueller to assist needy young men who plan to study for the priesthood in the Norbertine

Order. Interest from this fund, set up in memory of Henry G. Mueller, if not used in any given year, is accumulated for issuance to approved applicants in ensuing years.

WBAY Scholarships. WBAY radio and television stations award annually \$10,000 in the form of scholarships to St. Norbert College. The value of these scholarships will vary from a minimum of \$100 to a maximum of \$600 each year depending on the student's need. Awards are made both to entering freshmen and to students already enrolled as full-time students of the college. Each award is based upon academic achievement, need, and demonstrated leadership potential. The student's home must be within the WBAY viewing area. Academic achievement is determined by the previous scholastic record. Need is determined from the Parent's Confidential Statement of the College Scholarship Service. Leadership is determined from the participation in extra-class activities. For information write to, WBAY Scholarships, St. Norbert College, West De Pere, Wisconsin.

EXCELLENCY SCHOLARSHIPS

In recognition of outstanding achievement St. Norbert College awards annually to the top ranking graduate of each of the Norbertine high schools in the United States, and each of the De Pere, Green Bay, and Preble high schools, public and private, a tuition scholarship.

COMMEMORATIVE SCHOLARSHIPS

To those students who have demonstrated their excellence through performance, St. Norbert College offers scholarship aid. Since the funds for these scholarships must come in the form of non-endowment allotments from the annual institutional income, both the number and amount of these grants are limited. Preference in awarding commemorative scholarships is given to those who have already demonstrated their ability to do superior work at the college level; however, entering freshmen may be considered. These awards are named after persons in the history and development of the college, after instructors in these developmental years, and after persons whose notable financial benefactions have helped to carry the burden of early struggles. These are:

Most Rev. Sebastian G. Messmer (1847-1930), Bishop of Green Bay, who invited Abbot Pennings and his Norbertine associates to America in 1893;

Rev. Alphonse Broens (1864-1930), who befriended the original Norbertine founders, including his brother, Father Lambert Broens, O. Praem., of Berne Abbey;

Most Rev. Joseph J. Fox (1855-1915), Bishop of Green Bay 1904-1914;

Mr. Henry Boyle of Fond du Lac, donor of Francis H. Boyle Hall, which was dedicated 1917;

Michael J. Quinlan and Family, generous benefactors during the second decade of the College's existence;

Rev. G. C. Rybrook, O. Praem., (1876-1937), profound philosopher and moulder of character;

Rev. Athanasius J. Van Hcertum, O. Praem. (1869-1939), former "rector" or dean of St. Norbert College;

Rev. L. J. Specht, O. Praem. (1890-1939), instructor and student counsellor for many years;

Rev. Aloysius A. Vissers, O. Praem. (1885-1940), second student of the college;

Rev. William H. J. Millay, O. Praem. (1870-1940), former "rector" or dean of St. Norbert College;

Dr. John R. Minahan of Green Bay, donor of Minahan Stadium and of other financial and medical assistance for many years;

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Most Rev. Paul P. Rhode, Bishop of Green Bay 1915 to 1945, and outstanding friend of St. Norbert College;

Rev. N. J. Corley, O. Praem. (1868-1945), instructor in English and business for twenty years;

Rev. L. A. Dobbelsteen, O. Praem. (1878-1947), band director, music instructor and composer;

Rev. H. L. Traeger, O. Praem. (1889-1948), chemist and administrator;

Mrs. Catherine Bonifas of Escanaba, Michigan, outstanding benefactor and friend;

Mrs. Agnes Ryan, Appleton, Wisconsin, whose benefactions have assisted many who would otherwise have been denied a college education;

Mr. Frank J. Sensenbrenner, K.C.S.G., Neenah, Wisconsin, generous benefactor to many buildings on the campus;

Rev. R. G. Grevens, O. Praem. (1880-1955), instructor in art and music;

Rev. R. P. Wagner, O. Praem. (1892-1955), psychologist and instructor in the classics;

Rev. M. J. Vanden Elsen, O. Praem. (1870-1957), mathematics instructor in the early days, and music composer;

Rev. Cyril H. Miron, O. Praem. (1906-1958), instructor in philosophy and former Prior of St. Norbert Abbey;

Rev. Basil R. Reuss, O. Praem. (1903-1959), instructor in history, radio and TV broadcaster of note, and outstanding preacher;

Mr. George L. Carey, instructor in mathematics and science, and athletic coach, from 1914 through 1925;

Mr. Joseph M. Conway, benefactor and charter member (1938) of the college board of governors;

Most Rev. Stanislaus V. Bona, present Bishop of the Diocese of Green Bay;

Rt. Rev. Sylvester M. Killeen, O. Praem., present Abbot of St. Norbert Abbey.

STUDENT GOVERNMENT

Student government at St. Norbert is entrusted to a student senate.

The purpose of this student senate is to provide a structure "through which the students of St. Norbert College will assume their rightful responsibilities as members of the college community". The student senate acts in an advisory capacity to the administration, governs various phases of student life, and acts as the official liaison group in faculty-student relations.

Members of the student senate are elected from senatorial groups, which consist of academic departments or groups of academic departments. The number of student senators from a particular group is dependent upon the size of the group.

Working under the student senate are five councils, each responsible for a specific phase of student life. They include:

Resident men's council, which investigates, seeks solutions to, and takes action on problems which arise in men's dormitory life.

Resident women's council, which performs a similar role for women dormitory students.

Non-resident student council, which handles matters that affect day-student life.

Judicial board, which considers all violations of St. Norbert regulations involving possible expulsion, suspension, and appealed restricted campus and which

recommends a judgment of innocence or guilt and a possible punishment to the committee of student personnel.

Council of student organizations, which coordinates the activities of the various co-curricular organizations on campus.

STUDENT SERVICES

HEALTH

All prospective students who have been admitted to registration will, at the time, present the official physical examination blank sent to them by the registrar completely filled out by their family or personal physician. Copies of the physical report will be kept on file in the college office. Students will be informed of any defects that need correcting, and no student will be permitted to participate in athletic events beyond his physical endurance. This physical examination is mandatory for every student.

Resident students who become ill will be placed in the college infirmary and will be cared for at their own expense by the visiting physician appointed by the college. They will be sent home for treatment if time and conditions warrant it. In serious cases, however, the college will have them taken to one of the Green Bay hospitals at once. Parents or guardians will be immediately informed of their condition. Dispensary service is available on the campus at all hours.

Every student paying full tuition is insured against accidents under a master group policy which is effective from September 10 to June 10 of each school year. Under it, students are entitled, within limits established in the policy, to reimbursement for expenses incurred because of accident. The cost of this protection is included in the full-tuition fee.

LAUNDRY AND WARDROBE

The student must furnish pillow cases, sheets (for beds 36 x 75 inches), blankets, and a spread. There are automatic washing machines and dryers in the residence halls for the use of the students and the majority of the students use them. For those who prefer to send it home, laundry may be weighed and mailed at the college book store.

The college cannot hold itself responsible for the loss of student property either by fire or theft since such property is uninsurable. Students are provided with keys for their rooms and are expected to use them.*

PLACEMENT

There are two offices at the college which assist students in job placement. One is for teacher placement, and it operates out of the education department under the direction of Dr. Raymond Clouthier. The other is for industrial placement, under the direction of Miss Joanne Burns. The industrial placement office functions primarily as a service for seniors by assisting them in obtaining full-time employment following graduation. The industrial placement office also assists students in some part-time and summer employment. In a limited way, the industrial placement office can also assist alumni seeking employment opportunities.

SUMMER SESSION

The college has been conducting a six-week summer session each year. Courses are available to those working for a degree, or those simply earning college credits for professional advancement or for transfer elsewhere.

It is planned to extend the summer session to eight weeks in the summer of 1965, and possibly to ten weeks if there is sufficient clientele demand.

The faculty for the summer session is the regular college faculty augmented by visiting lecturers from other colleges and universities. All regulations regarding admission apply with equal force to summer students.

Board and lodging are available for a limited number of men and women.

Further information can be obtained from the director of the summer session.

GENERAL ACADEMIC INFORMATION

ADMISSION

St. Norbert College desires to admit those students whose scholastic backgrounds, aptitudes, and personal characteristics indicate a fitness to undertake and to benefit from the kind of education that St. Norbert offers.

Applicants not in the upper half of their graduating classes will ordinarily not be accepted. Exceptions may be made for candidates with high College Entrance Examination Board scores who offer convincing evidence of developing maturity.

Complete application forms for admission to St. Norbert College may be obtained upon request from the director of admissions. Candidates for admission will do well to submit their applications in the early fall of their senior year in high school.

BASES FOR ADMISSION

In addition to an acceptable high school record, the Scholastic Aptitude Test (the morning program) and three Achievement Tests (the afternoon program) administered by the College Entrance Examination Board are required. Full information about the tests and the date on which they are administered may be obtained from the College Entrance Examination Board, Box 592, Princeton, New Jersey; Post Office Box 27896, Los Angeles 27, California; or Sewanee, Tennessee. Copies of the College Board Bulletin of Information, issued by the Board, are also generally available at high schools or may be procured by writing to the director of admissions, St. Norbert College.

The following qualifications of the applicant will also be considered:

1. Recommendation of high school principal, guidance counselor, and teachers.
2. Evidence of proper motivation for college work.
3. Possession of study skills necessary for successful college work.
4. Character, personality, health, and co-curricular talents.

GENERAL ACADEMIC INFORMATION

ADMISSION REQUIREMENTS

The following specific requirements must be fulfilled to qualify for admission to St. Norbert College:

1. The applicant must have graduated from an accredited high school.
2. The applicant must have at least sixteen units of acceptable credit for high school work in the subjects listed below. Students will not be admitted with deficiencies in Group I. Prospective students are strongly urged to present two years of a foreign language in Group II.

Group I

English	3 units	Geometry, Plane	1 unit
History	1 unit	Science	1 unit
Algebra	1 unit		

Group II

(At least six units must be from this group.)

English (4th year)	1 unit	Science	1-3 units
Foreign Languages	2-6 units	Social Sciences	1-3 units
Advanced Math	1-2 units		

Group III

(Not more than three units may be counted)

Commercial, vocational, music, art and similar subjects credited toward graduation in the high school.

3. The applicant must present a recommendation from his principal or guidance director.
4. The applicant must present a satisfactory personality and character rating from the high school.
5. All applicants will take the College Entrance Examination Board tests.
6. The applicant must present a completed application form to the admissions committee before August 1 for the fall term and before January 1 for the spring term.

FRESHMAN ADMISSION PROCEDURE

1. Write to the director of admissions for an application blank. Furnish all requested information completely.

2. Arrange through your high school to take the College Entrance Examination Board tests.

The following C.E.E.B. tests are required:

- a) Scholastic Aptitude Test.
- b) English Achievement Test.
- c) Intermediate Mathematics Test for those who have completed high school algebra and plane geometry. The advanced mathematics tests will be administered to those who have completed courses beyond algebra and plane geometry.
- d) Foreign language test for those who have completed two years or more of French, Spanish, German, or Latin.

3. The applicant will be informed regarding the program of study for which he is eligible at St. Norbert College. He will also be sent a list of suggested courses for his first semester.

4. The prospective student will select his desired program and courses. There will be ample opportunity, either in person or by mail, to discuss the program with the college advisers.

5. Resident men students will arrange for rooms with the dean of men; women students, with the dean of women.

6. A copy of the class schedule will be sent to the prospective student several weeks before the opening of the semester.

A check or money order for a matriculation fee of \$15.00 must accompany the application. Since this fee defrays part of the cost of processing the application, it is not returnable and is not credited toward tuition.

ADMISSION WITH ADVANCED STANDING

Students may enter St. Norbert College with advanced standing (i.e., with acceptable college credits) in two general ways: (1) by transfer from another college, and (2) by satisfactory completion of college work while in high school.

1. Applicants who have completed part of their college work at another accredited institution will be admitted under two conditions: (a) that they are free to return to the other school, (b) that they submit the required application and a complete transcript of high school and college academic work and academic actions. The status which such a student will have will depend upon: (a) the compatibility of the earned credits with the major which the transfer student desires to follow at St. Norbert College and, (b) the number of acceptable credits submitted. All such credit is allowed tentatively until the student has completed one semester of satisfactory work at St. Norbert College.

All credentials submitted become the property of the college upon completion of registration.

At the discretion of the admission committee, transfer students may be exempted from taking all or part of the entrance-placement examinations presently being administered to all new students.

No student admitted to St. Norbert College as a candidate for a degree after the beginning of the senior year may apply for graduation in that year.

2. St. Norbert College recognizes college level work done in high school by outstanding students under the tutelage of qualified teachers by awarding college credit for the work done. Such college credit may be obtained in a number of ways.

- a) Students who have taken courses in high school in preparation for the College Entrance Examination Board Advanced Placement Program may obtain such college credit by taking the proper examinations and attaining a grade, "for credit." For each student and course, the precise evaluation of allowable credit will be made by the dean on the recommendation of the committee on degrees and standings in coordination with the appropriate department chairman. Credit will be awarded when the student completes his registration at St. Norbert College. The subjects for which credit will be given will be those for which the College Entrance Examination Board has advanced placement examinations. Information about the advanced placement examination should be obtained from the high school guidance office or from the Program Director, Advanced Placement Program, College Entrance Examination Board, 475 Riverside Drive, New York 27, New York.

GENERAL ACADEMIC INFORMATION

- b) In cooperation with local high schools, St. Norbert College sponsors a number of advanced placement courses both on the campus of the College and at the high schools. Students who complete these courses successfully will be awarded college credit. This credit may be used at St. Norbert College or at any other college which will recognize such programs. Information on these programs may be obtained from the Chairman of the Committee on Advanced Standing and Placement, St. Norbert College, West De Pere, Wisconsin.
- c) St. Norbert College will recognize credits obtained in programs similar to those described in paragraph b) above, upon receipt from the respective colleges of a description of the courses, and a statement of successful completion.

EARLY ADMISSION

A student who has completed three years of high school may apply for admission to St. Norbert College. The committee on admissions will judge the fitness of the applicant for college admission by examining the high school record, the result of the PSAT examination and other tests, and the recommendation of the principal. The applicant will be notified of the committee's decision in late August prior to the senior year of high school. If the applicant continues his high level of high school work in the senior year, he is thus assured of admission to a college. He still would be expected, during his senior year, to take the College Entrance Examination Board tests, since the college uses these tests for placement purposes.

The student so accepted will be required to make a deposit of \$50.00, which will be credited to the first term tuition when he enters college. This advance payment may be refunded at the request of the student prior to September 30 of his high school senior year. No refund will be made after this date. Further information on the early admission policy may be obtained from the director of admissions.

ADMISSION ON PROBATION

If the qualifications of an entering student (new or transfer) are doubtful, but there is evidence that the student is a reasonable risk for college work, he may be admitted on a "probation" status. Students admitted on this basis must attain a grade point average of 2.00 at the end of the first year of their matriculation in order to justify their continuing at St. Norbert College.

ADMISSION ON CONDITION

If a student, for some cause beyond his control, cannot submit all the required credentials at the time of his application for admission, he may be accepted conditionally pending the receipt of the missing data.

SPECIAL STUDENTS

Mature and earnest students who wish to pursue particular studies without reference to graduation, may be admitted with the permission of the dean of the college to such courses of their own choice as they seem qualified to undertake. The work thus done by special students cannot be counted later toward a degree.

PART-TIME STUDENTS

Any student, special or regular, who registers for less than 12 hours of credit is considered a part-time student.

VETERANS

St. Norbert College welcomes veterans to its campus. Those who plan to enter the college are urged to contact the Veteran's Administration well in advance of their registration. Further information can be obtained from the college business office.

REGISTRATION

The days appointed for registration will be found in the calendar. After the regular registration period a special fee will be charged. Only in very exceptional circumstances will a student be permitted to register after the "last day for registration" indicated in the calendar.

Advisers will be on hand on registration day to assist students in the selection of studies and in filling out registration forms.

The registration will not be completed until the usual informational blanks are filed with the registrar and payments are made for all fees.

ORGANIZATION OF STUDIES

GENERAL EDUCATION CURRICULUM

It does not seem possible to give a strict definition of "Liberal Education" which will satisfy all of its practitioners. An attempt, by reviewing the history of liberal education, to arrive at a useful consensus in terms of **content** encounters too great a variety to allow an eclectic description. The **purpose** of liberal education offers the best set of ideas around which to build a general education curriculum.

Formal education is a process by which a developed society transmits to at least some of its members the experience, values and goals which constitute its culture. By this process, the society hopes to prepare persons who will understand, preserve and continue its important cultural elements. Since a culture is a dynamic, everchanging complex, these persons should be able also to accept and discharge a responsibility for the modification and perfection of the culture as it develops. It seems that a liberal education is now, and has been in other ages, the kind of education designed appropriately to its times to develop persons who could be consciously and by explicit vocation the preservers and formers of the culture. In some cultures, this has been a limited group. In our own, it includes ever increasing numbers, among which should be counted those exposed to an undergraduate education.

Hence, we should be able to specify the content of the general education curriculum in terms of the elements on which our culture is based, and especially on those chiefly responsible for its present evolution. Corresponding to the three chief impulses which are most active, or which offer the most promise of fruitful action, in the formation of the emerging world culture, we may designate the major curricular areas as theology, humanities and the empirical sciences.

GENERAL ACADEMIC INFORMATION

The re-emergence of theology as a respected discipline, the serious attention paid to prominent theologians, the current drive for unity in Christianity, the striking efforts and promise of the Vatican councils to re-structure the Catholic Church and make her better understood by and more attractive to contemporary man, and the great interest generated in the secular press by these efforts are some signs that theology in general and Catholic theology in particular are much more in the relatively near future likely to exert a positive influence on the shaping of the culture than in the past two or three centuries. Even apart from this possibility, the vision of reality enjoyed by a Catholic college demands a prominent place for theology.

The single most powerful influence acting on our culture now and in recent centuries is the empirical habit of mind which has allowed man, so to speak, to step back from his natural environment and to examine, analyze, subjugate and organize it. Beginning in the problems of astronomy and physics, this approach to reality has since penetrated not only the physical and life sciences, but also those disciplines which deal with man's inner life and with his social relationships. Therefore, we may include in this category all disciplines which manifest the empirical habit of mind as a predominant element of their formal objects. The distinguishing notes appear to be the gathering of data by controlled experiment, or the analysis of data in a quantitative and mathematical way. Although mathematics as a discipline could be well assigned to the humanities, it is included here because it has been the indispensable companion of the empirical sciences.

The obligation of the college to lead the student to an understanding of his own culture will not be discharged unless the student attains some grasp and appreciation of its roots in our heritage. Knowledge of other cultures is necessary, too, for such knowledge illuminates our own culture.

In contemporary society, the humanities do not seem to exert their due force in the formation of the culture. The empirical bent seems to predominate, both because it has offered man material affluence, and because it has created tools and patterns for the direct manipulation of man in the mass, and of his culture. Yet, to the tendency to measure and organize man, there seems to be emerging now a healthy reaction which emphasizes his personal, individual, intuitive and creative qualities. Partly from such reaction, and partly because man, having extracted himself from and made himself the manipulator of his natural environment, will need to establish community on some bases other than a shared identity with and dependence on nature, we may hope that the humanities (and theology) will play in the future a greater part in shaping the culture. The college must contribute all that it can to the realization of that hope.

The social sciences not empirically orientated are also included in this area.

Since reality, and man in it, is a continuum, it is obviously not possible to make curricular areas neat and inviolable compartments. The faculty will assign various courses to the areas on the bases of consensus and of predominant, if not exclusive, relationships.

As soon as the college has developed and tested examinations for the several courses, or course groups, students will be permitted, in lieu of courses, to take such examinations, which, if passed satisfactorily, will satisfy the corresponding general education requirements. Some of the tests can also be used to prognostic instruments for the proper placement of entering freshmen. While the tests referred to here are at the level of courses, or small groups of courses, it is hoped that our experience with them will allow us eventually to replace course requirements with area examination requirements in general education.

A curriculum is only a skeleton. The flesh and blood of the college program is the quality of teaching being offered in the program. The faculty will strive

to involve the students in genuine problems and stimulate them to seek the solutions by as much independent study as their stage of development will allow.

The major programs are designed to involve the student as early and as deeply as possible in his chosen field. The college hopes to capitalize on the interest the freshman brings with him. It will be no great disadvantage if more of the general education curriculum is deferred to the third and fourth year. The added maturity will help the student to accept "requirements" in a positive frame of mind and will make him better able to profit from them.

SPECIALIZED CURRICULA

In addition to the learning described in the general education curriculum above, the student will be expected to undertake learning in depth in some special area. The disciplines in which St. Norbert College offers such specialization are described in the portion of the bulletin entitled "departments."

THE THREE-TERM CALENDAR

In September of 1963, St. Norbert College began to use a ten-week, three-term calendar arrangement to replace the former fifteen-week, two-semester arrangement. The class period was increased from 50 to 70 minutes. Each ten week period is followed by examinations and a weeks recess. The terms during the regular year begin in early September, early December and early March, respectively. As soon as sufficient demand manifests itself, a summer term will be added.

CREDITS

The credit is the unit for computing the amount of work required for graduation. It is assigned to one period of class or lecture work, or to two or three periods of laboratory work per week for one term. Credits will be given for off campus courses only when such arrangements have been approved in advance.

CLASS LOAD

The maximum class load is four courses and fourteen credits per term. Courses for one or two credits count in the credit total but not in the course total. The student who has a grade-point average of 3.00 or higher in the preceding term may take up to two additional credits without special permission, but may not exceed the four-course maximum. No student may take more than three courses in the same day. No student may schedule more than two classes in succession. (Exceptions to the above rules may be granted by the department chairman for weighty reasons.)

Students taking part-time employment while attending college may be required to limit their class loads proportionately. Students who incur failures or change their major subject during their junior or senior year may not, for these reasons, carry extra credits, but must expect to spend at least an extra term in residence.

GENERAL ACADEMIC INFORMATION

ATTENDANCE

Saving the rules on "no-cut" days and on the dean's list, the policy on absences from class will be determined by each teacher for his own classes. The teacher will clearly explain his policy in the first class of each term. It is presumed that all teachers will exercise prudence and justice in the application of sanctions. A uniform policy for all sections of multiple section courses is recommended.

The last period in each course immediately preceding, as well as the first period immediately following a holiday of three or more days may not be cut without incurring a penalty of failure in the subject from which the student was absent. Teachers are not authorized to grant excuses from the no-cut rule. The dean of the college may do so, but only for very serious reasons.

GRADUATION

DEGREE REQUIREMENTS

St. Norbert College offers the under-graduate degrees of the Bachelor of Arts, the Bachelor of Science, and the Bachelor of Music. These degrees may be obtained by the successful completion of a definite program of studies, normally distributed over four years, which satisfies the following conditions:

1. The minimum total of credits will be 120 and the minimum total of grade points will be 240.
2. During the freshman and sophomore year, all men not exempt by the military science department, must successfully complete a course in basic military science. (These are in addition to the 120 credits specified in paragraph 1). Students who transfer to St. Norbert College will complete the entire basic course of military science (basic course, 1st year, and basic course, 2nd year) if they transfer less than 30 acceptable credits. Those who transfer 30 to 47 credits will take the basic course, 2nd year and those who transfer 48 or more credits will not be required to take military science.
3. All women and all men not taking military science, (unless exempt for physical reasons or because veterans with four years of service or because varsity athletes while participating in varsity athletics or because transfer students who present 64 or more credit hours at the time of their admission), must complete satisfactorily four terms of physical education.
4. The student must have satisfied all of the requirements of the degree sequence which he has chosen, or which his major course demands.
5. Effective June, 1965, the Bachelor of Arts and Bachelor of Sciences degrees will be awarded according to department. The Bachelor of Arts degree will be awarded in art, classical languages, economics, elementary education, English, modern foreign languages, history, mathematics, music, and philosophy. The Bachelor of Science degree will be awarded in biology, business administration, chemistry, physics, and psychology.
6. Effective June, 1965, all candidates for the Bachelor of Arts degree must demonstrate a reading fluency in one foreign language, modern or classical.
7. Effective June, 1965, all degree candidates, except in elementary education, must pass a comprehensive examination in the major field as a condition for graduation.

8. The student must have satisfied all the requirements of his major department. No department will accept a grade less than "C" in a required major subject unless otherwise specified in departmental regulations. Advanced major courses may not be taken by correspondence.

9. The candidate (except in the engineering and medical technology programs) must spend the last three terms preceding the awarding of the degree in residence. A student in residence is one registered and taking courses.

APPLICATION FOR DEGREE

During his senior year each prospective graduate must make a formal written application through the registrar for action by the faculty committee on degrees and standings. The final dates for the submission of such applications are November 1 for those who expect to graduate in June, May 1 for November and February graduates, and in the previous session for summer school graduates.

STANDARDS

READING ABILITY

Students who are handicapped by a deficiency in reading ability are strongly advised to seek help for the correction of this weakness.

The opportunity for improvement and correction in reading is provided at St. Norbert College through a reading clinic. Help is given particularly to increase the rate of reading, to raise the range of vocabulary, to improve comprehension, and to better spelling. Specific reading difficulties are revealed and evaluated by diagnostic tests. Remedial work is then done under personal guidance and individual instruction. Appropriate reading aids are used.

There is no charge for the diagnostic tests, but a small charge is made for remedial work depending on the nature and extent of the service needed for rehabilitation.

GRADE POINTS

In order to receive a degree the student must gain not only the number of credits required, but his studies must reach some measure of excellence. This standard is fixed by the grade-point system, which requires for graduation twice as many grade-points as credits, which is equivalent to a grade-point average of 2.00.

The scale of grades and points is as follows:

Grade	Percentage Equivalent	Grade Points per Credit
A (Excellent)	93-100	4
B (Good)	85-92	3
C (Fair)	77-84	2
D (Poor)	70-76	1
F (Failure)	Below 70	0

GENERAL ACADEMIC INFORMATION

The general freshmen advisors are those who assist freshmen who have not chosen a major field.

After each marking period a student is expected to see his advisor in order to receive a report of his grades and to discuss academic problems.

GRADUATING HONORS

Seniors graduating with a 3.5 grade-point ratio will receive their degree "cum laude." Those with a 3.75 grade-point ratio will be graduated with the title "magna cum laude," and those with a grade-point ratio of 4.00 with the title "summa cum laude." To be eligible for these honors a student must have been in attendance at the college for at least four semesters.

DELTA EPSILON SIGMA

This national scholastic honor society for students of Catholic colleges and universities, was organized on April 13, 1939, with the Rev. Anselm M. Keefe, O. Praem. of our faculty as one of the committee of founders.

The Alpha Gamma Chapter was granted to St. Norbert College at that time, and the chapter was formally established on our campus on May 30, 1940.

Requirements for election to the society are as follows: "All members of the senior class at St. Norbert College who shall have maintained a scholastic average of at least a B, and who have distinguished themselves by their high character traits of personality shall be eligible to the Alpha Gamma Chapter of Delta Epsilon Sigma, but the total number elected in any year may not exceed ten percentum of the class. Election to membership shall be held at the beginning of the first and second semester. Members of the chapter shall vote by secret ballot for the students nominated at a regular meeting of the chapter."

THE DEAN'S LIST

Students who attain a 3.5 grade-point average in the previous report period earn a place on the dean's list. This gives them the privilege of being absent from class without excuse, except on no-cut days, and on days of compulsory attendance specified by an instructor because of tests, special assignment, or other reason. Army regulations forbid the extension of this privilege to ROTC classes or drills.

Student's on the dean's list annually in May are the guests of the dean at a special dinner, in recognition of their achievement.

THE HONOR ROLL

The honor roll includes those students who have a grade-point average of 3.00 for the previous term.

HONORS CONVOCATION

In May of each year, there is held a special convocation of the faculty, student body, and appropriate visitors, to give public recognition to those students who have demonstrated outstanding achievement in the academic life.

ACADEMIC CAREERS

In order to encourage students into college and university teaching, the academic careers committee has established headquarters in the honors lounge where graduate catalogs and other information relative to graduate fellowships are available. Inquiries relative to programs such as Woodrow Wilson, Danforth, Fulbright, National Science, and National Defense fellowships are invited from students and alumni.

PROGRAMS OF STUDY

REQUIRED COURSES

REQUIRED COURSES FOR THE BACHELOR OF ARTS AND BACHELOR OF SCIENCE DEGREES

		Minima ⁽¹⁾	Maxima ⁽²⁾
Theology	12 credits ⁽³⁾		
Humanities	30 credits ⁽³⁾		
	Art ⁽⁴⁾	3	6
	Literature ⁽⁵⁾	3	9
	Music ⁽⁴⁾	3	6
	Philosophy	9 ⁽³⁾	12
	Social Sciences ⁽⁶⁾	3	9
Empirical Sciences	18 credits		
	Mathematics	0	6
	Natural Sciences ⁽⁷⁾	6	12
	Social Sciences ⁽⁶⁾	3	9
Language	9-24 credits		
	English Composition	6	6
	Foreign Language ⁽⁸⁾	0	15
	Speech	3	3
Total	120 credits		

REQUIRED GENERAL COURSES FOR THE BACHELOR OF MUSIC DEGREE

		Minima ⁽¹⁾	Maxima ⁽²⁾
Theology	12 credits ⁽³⁾		
Humanities	30 credits ⁽³⁾		
	Art ⁽⁴⁾	3	3
	Literature ⁽⁵⁾	3	6
	Music ⁽⁴⁾	9	9
	Philosophy	9 ⁽³⁾	12
	Social Science ⁽⁶⁾	3	6
Empirical Sciences	6 credits		
	Mathematics	0	6
	Natural Sciences	0	6
	Social Sciences ⁽⁶⁾	0	6
Language	9-21 credits		
	English Composition	6	6
	Foreign Language ⁽⁹⁾	0	12
	Speech	3	3
Total	120 credits		

(1) In humanities and empirical sciences the sum of the minima is less than the total area requirement. The student will choose in the area beyond the

PROGRAMS OF STUDY

minima, but may not offer courses in excess of the maxima in discharge of the area requirement.

(2) "Maxima" applies to the number of credits applicable to the area total. The student may choose additional courses as electives.

(3) The theology requirement is for Catholics only. Students not of the Catholic faith, however, are welcome to take theology courses if they choose. If they do not take 12 theology credits, their minimum credit requirement in philosophy will be 12 instead of 9, including one course in ethics. The humanities requirement for students not of Catholic faith, who prefer not to take theology courses, therefore will be 33 credits instead of 30.

(4) Art and music courses must include the course in history and appreciation.

(5) "Literature" is not restricted to English or American literature, nor the literature of western culture.

(6) "Social science" under humanities includes courses in history and political science.

"Social science" in empirical sciences includes courses in economics and sociology.

(7) Students who have had neither chemistry nor physics in high school must take Science 1a and 1b (6 cr.) and Biology 3 (3 cr.).

Students who have had chemistry or physics in high school may choose up to 12 credits from the natural sciences. The credits offered must be in at least two fields. (Natural sciences include biology, chemistry, physical geography, physics, physical science and experimental and physiological psychology.)

None of these natural science requirements applies to students majoring in a science.

(8) The foreign language requirement for the bachelor of arts degree is a reading proficiency in either a modern or classical language. It is presumed that a student with no background will attain this proficiency after 15 credits. Students who come with some knowledge of foreign language will need fewer credits. The bachelor of science degree does not have a foreign language requirement, although the major department is free to specify it as a major requirement.

(9) For voice and piano majors. (Nine credits in French or German and three in the alternate.)

The director of the honors program will plan the general education program with each honors student. To make proper allowance for the talents, background and goals of each student, the director may substitute appropriate courses for any of the general education requirements.

DEPARTMENT OF ART

Mr. Cagle, Mr. Dickhut (Chmn.); Lecturers: Mrs. Kashnig, Mrs. Dart.

The department of art, in the belief that art is a basic component of living and consequently that it should be an integral part of the liberal arts education, has as its primary purpose to provide for all students the opportunity for creative participation and development and to acquaint them with the art forms of contemporary and past cultures so that they may learn to appreciate true worth in

artistic production and become aware of art as a natural part of their existence.

A major in art is offered to those students of special ability who wish to concentrate in art for professional reasons. Art education courses are offered for those students who intend to teach art at the elementary or secondary level.

The course symbol for art is Ar.

100. CREATIVE EXPRESSION FOR THE LIBERAL ARTS STUDENT. 3 cr. The content of this course will be so arranged as to fit the individual creative needs of the non-art major. No special talent or background is required. However, creative self-involvement will be stressed. A total of up to twelve credits may be earned during the college career.

110. HISTORY OF PAINTING: RENAISSANCE TO MODERN. 3 cr. The evolution and development of painting from Giotto to Cezanne. Emphasis will be placed on the development of a critical and appreciative attitude.

115. HISTORY OF MODERN PAINTING. 3 cr. A comprehensive examination of the major figures and movements of modern painting from post-impressionism to abstract-expressionism, the new figure school and pop art. Stress will be placed on developing a foundation upon which the art of our time can be appreciated.

MAJOR IN ART

The major is a program in fine art which has as its goal the development of a versatile creative individual with sound mastery and accomplishment in the areas of painting, graphics, and sculpture. The program is so constructed as to provide a foundation for graduate work in art.

Departmental requirements for the major are as follows:

1. Completion of Art 110 through Art 460 excluding Art 223 (total 48 credits).
2. Those intending to teach will be required to complete Art 223 which they may substitute for Art 222.
3. Senior exhibit.

121. DESIGN. 3 cr. The development of design concept as integral with material. Exploration and experimentation into the limitations and possibilities of various materials in relation to the evolution of form and function.

122. DESIGN. 3 cr. The development of design concept as integral with material. Exploration and experimentation into the limitations and possibilities of various materials in relation to the evolution of form and function. Prerequisite: Art 121.

131. DRAWING. 3 cr. Introduction to the fundamentals of drawing: perspective, chiaroscuro and composition. Experimentation with various media in line and mass drawing through use of the object, still-life and model.

132. DRAWING. 3 cr. A continuation of 131. Emphasis on analysis of projects from individual points of view with aesthetic refinement as objective. Prerequisite: Art 131.

PROGRAMS OF STUDY

221. **SCULPTURE.** 3 cr. An analysis of material in relation to third-dimensional expression. Clays and various other media will be investigated for their sculptural possibilities. Prerequisite: Art 122 and 132.

222. **SCULPTURE.** 3 cr. Instruction in individual approach to assigned projects. Direction and aesthetic refinement will be emphasized. Prerequisite: Art 221.

223. **CERAMICS.** 3 cr. An introduction to the basic problems of pottery such as hand and wheel built forms, glazing and firing. Prerequisite: Art 221.

231. **GRAPHICS.** 3 cr. Investigation of linoleum and wood-cut in relation to two-dimensional expression. Prerequisites: Art 122 and 132.

232. **GRAPHICS.** 3 cr. Investigation of lithography in relation to two-dimensional expression. Prerequisite: Art 231.

241. **PAINTING.** 3 cr. Introduction to fundamental problems of painting with emphasis on color. The representational will be the predominant area of investigation. Prerequisite: Art 122 and 132.

242. **PAINTING.** 3 cr. Instruction in individual approach to assigned projects. Direction and aesthetic refinement will be emphasized. Prerequisite: Art 241.

341. **ADVANCED PAINTING.** 3 cr. Special problems in the areas of remote materials. Development of individual student approach in direction and solution. Prerequisite: Art 242.

342. **ADVANCED PAINTING.** 3 cr. Select advanced problems. Individual criticism of style in relation to student concept and performance. Prerequisite: Art 341.

450. **SENIOR THESIS.** 3 cr. An independent investigation in a specially chosen topic or area of art history. Presentation may be in written and graphic form. Art majors only. Prerequisite: senior standing.

460. **SENIOR PROJECT.** 3 cr. A concentrated effort in a particular medium as an indication of the student's development level and mastery. Art majors only. Prerequisite: Senior standing.

470. **INDEPENDENT STUDIO.** 3 cr. Independent concentration in a particular medium. Prerequisite: Senior standing.

475. **INDEPENDENT STUDIO.** 3 cr. Independent concentration in a particular medium. Prerequisite: Art 470.

COURSES OFFERED IN THE DEPARTMENT OF EDUCATION

Ed. 331. **ELEMENTARY SCHOOL ART EDUCATION.** 3 cr. An understanding of the creative needs of children at the elementary level in addition to an investigation of art media appropriate to this level.

Ed. 332. **ELEMENTARY SCHOOL ART EDUCATION.** 3 cr. An understanding of the creative needs of children at the elementary level in addition to an investigation of art media appropriate to this level. Majors only.

Ed. 333. **JUNIOR AND SENIOR HIGH SCHOOL ART EDUCATION.** 3 cr. An understanding of the creative needs of the adolescent in addition to an investigation of the problems of teaching art at this level.

DEPARTMENT OF BIOLOGY

Fathers Keefe (Chmn.), Vande Hey; Messrs. Baeten, Flanigan, Hollenback, Miss Morgan.

Biological courses were first instituted at this college in 1926 on demand of the philosophy department which then wished its cosmology and psychology students to have a scientific background in the traditions of Louvain University under Cardinal Mercier. Out of the beginnings thus made, the present department has evolved. It has six aims: It demonstrates life's processes and the plant or animal structures in which they operate. It offers experience in the discipline of laboratory experiment which should be included in all college education. It integrates biological knowledge into the thinking and life-philosophy which the college seeks to impart. It offers a solid foundation for future study or specialization at the graduate level. It helps to understand the economic implications of food and commodity production. It affords a comprehensive background for future leisure-time activities.

This department, therefore, has not concentrated its offerings in any one narrow field. The basic courses, 101 in botany, and 104 or 107 in zoology, are often selected by students with no intention of majoring in biology, but who wish to meet science requirements for graduation, as well as to broaden their understanding of the biological problems involved in modern living.

The course symbol for biology is BI

BIOLOGY MAJOR

Students who major in this department are required to maintain a "C" average not only in their basic biology courses but also in their whole freshman program. Subsequent biology courses in which the major student does not make a "C" or better do not satisfy the major requirements, and must be repeated or replaced by other biology courses in which a "C" or better is earned. Major students who expect to pursue later graduate studies are warned that they must maintain high grades throughout their entire undergraduate career.

A major in biology consists of at least 28 credits of satisfactory work in departmental offerings, beyond courses 101 and 104 or 107 which are prerequisite to all future work in this department,—unless specifically noted in the course descriptions below. Beginning with the graduating class of 1964 all biology majors shall have completed the following courses which constitute the basic biology major requirements: Biology 101 and 104 or 107, 355 or 376 (both are required for future teachers), 250, 328, 341, 372, and 450, plus sufficient biology electives to bring the grand total to 38 or more credits.

PROGRAMS OF STUDY

Biology majors who intend to enter graduate or professional schools or any science-related industry are expected to meet the additional requirements of such institutions. These almost uniformly include chemistry through organic chemistry, at least one term of general physics, as well as four terms of English, two terms of history, one term of economics, and a reading knowledge of German or French. Students who do not anticipate entering graduate work may be permitted to waive some of the related requirements in science or language upon formal written application to the biology staff. Such students will not be given official recommendations to graduate or professional schools or industry.

Combined or "double majors" may be permitted to waive related science requirements but not the general B.S. requirements, with the consent of both major professors. Transfer students who wish to complete a major in biology must earn at least 14 credits in this department, half of which must be in botanical, and half in zoological courses.

The biology department is adequately supplied with superior equipment, such as models, charts, films, filmstrips, mounted slides and projection equipment. Over 300 phylogenetically arranged animal specimens are displayed in the zoological laboratory. Botany courses are taught in a laboratory which contains a hundred exotic plants growing under fluorescent illumination. Use of the faculty research greenhouse is permitted to qualified advanced students. The herbarium contains 10,000 mounted and card-filed plant specimens from world-wide sources arranged alphabetically by genera. The biological sections of the main library are shelved in a special library within the department. It consists of 5,000 biological reference works for consultation but not for loan. It also includes 70 bound or film stripped serials which are currently subscribed for.

In 1960 the U.S. Atomic Energy Commission awarded the department a \$3,426.00 grant of radioactive equipment large enough to integrate atomic energy experiments not only into radiation biology course, but into several other courses as well.

101. GENERAL BOTANY. I, II. 5 cr. Structures and functions in plants, followed by survey of plant types from the algae to the spermatophytes in lectures and laboratory. Also given in alternate summer sessions.

104. GENERAL ZOOLOGY. 5 cr. Comparative studies of typical animals in each of the phylogenetic groups with emphasis on the advances each has made over the lower forms.

107. PRINCIPLES OF BIOLOGY. I, II. 3 cr. A lecture and laboratory course concerned with the biological principles and processes manifested in plant and animal life. (Majors must take I lab.) Annually.

250. JOURNAL CLUB I. 1 cr. Informal summary and discussion sessions of recent articles in current biological journals. Sophomore status. Majors only. Annually.

315. ANATOMY, COMPARATIVE VERTEBRATE. I. 4 cr. A lecture and laboratory course in the functional gross anatomy of vertebrates, tracing the history of the human body. Lecture consideration is given to the human and mammal but the laboratory emphasizes sub-mammalian forms. An introductory course in anatomy, fulfilling the pre-medical requirement and affording a "background" in anatomy for pre-dental and medical technology students. Bl 104 or 107, sophomore status. Prerequisite to Bl 316. Annually.

316. ANATOMY, MAMMALIAN. II. 4 cr. A discussion and laboratory course stressing the regional approach to the study of a mammal, the cat. Dissection techniques are emphasized. Recommended for pre-medical and pre-dental students. BI 316. Annually.
319. AQUATIC PLANTS. ss. 3 cr. Limnological study in lecture and laboratory of the stream and lake organisms. Permission of instructor.
- 321-2. BEGINNING LABORATORY INSTRUCTION. I, II, III. 1 cr. ea. A two-term period of training as laboratory teaching assistant in principles of biology. Majors only. Annually.
328. BIOECOLOGY. II. 3 cr. Lecture course in relations of plants and animals to one another and to their environment, with special emphasis on conservational aspects of the agricultural, forest and wild-life resources of the nation. Junior status or permission of instructor. 1963-64 and alternate years.
331. DENDROLOGY. I. 3 cr. Lecture and laboratory course including the taxonomic, ecological and conservational aspects of silviculture. Sophomore status or permission of instructor. 1964-65 and alternate years.
334. ECONOMIC BOTANY. ss. 3 cr. Lecture and laboratory course in plants used for food, medicine, and other economic purposes; their sources, processing and usage. Sophomore standing and BI 101.
337. ENTOMOLOGY. I. 4 cr. A lecture and laboratory course covering the morphology, classification, and physiology of insects. A representative collection is required of each student. Prerequisite: BI 107. Majors only.
341. EVOLUTION, MENDELIAN BASIS. I. 2 cr. A lecture course in the basic tenets of heredity. Prerequisites: BI 101 and 107. Junior status, major or consent of instructor. Annually.
342. EVOLUTION, GENERAL. II. 2 cr. A lecture course in the basic tenets of organic evolution. Prerequisites: BI 341. Annually.
344. GENETICS LABORATORY. III. 3 cr. An advanced genetics course demonstrating and expanding the basic principles of the gene, gene action and gene transmission. Prerequisites: B in BI 341 & BI 342. Annually.
349. HISTOLOGY, ANIMAL. III. 4 cr. A lecture and laboratory course in the study of basic tissues and representative organs of vertebrates. Laboratory study is confined to light microscopy. Recent contributions to the study of ultrastructure, by electron microscopy and other techniques, are also considered in the lecture. Recommended for pre-medical, pre-dental and medical technology students. BI 104 or 107, sophomore status. Annually.
351. HISTORY OF BIOLOGY. III. 3 cr. A lecture survey of the development of biological science, with emphasis on the leaders of biological science from Aristotle to Darwin. Upper class biology majors only. 1963-64 and alternate years.

PROGRAMS OF STUDY

355. **INVERTEBRATE ZOOLOGY. III.** 4 cr. Structure, life history, classification and adaptations of invertebrate animals. Prerequisites: BI 107, major. Annually.
361. **MICROBIOLOGY.** 4 cr. A lecture and laboratory course in the study of microbial organisms and their industrial and clinical importance. Laboratory emphasis is placed upon the development of sound bacteriological techniques. Recommended for biology majors and medical technology students.
364. **MICROTECHNIQUE. I.** 2 cr. The preparation of plant and animal material for microscopic examination. Prerequisites: BI 101 or 107, major or consent of instructor. Alternate years.
366. **NURSING ANATOMY AND PHYSIOLOGY.** 4 cr. A lecture and laboratory course in the study of the structure and function of the human body, preparatory to clinical courses in pathology and nursing care. The laboratory specimen is the cat. Limited to accredited nursing students.
368. **PARASITOLOGY. II.** 4 cr. A lecture, and laboratory course in the structures, life histories, and the adaptations of invertebrate animals from a parasitology standpoint. Prerequisites: BI 107, majors. Annually.
371. **PHYSIOLOGY. I.** 4 cr. A lecture and laboratory course concentrating on the function of the cell, cellular components, and cellular inclusions. Prerequisites: Organic Chemistry, junior status, major. Annually.
372. **PHYSIOLOGY. II.** 4 cr. A lecture and laboratory course concerned with the function of multicellular systems with emphasis upon water relations and mineral deficiencies, muscle action, nerve activity, and hormone control. Prerequisites: BI 371. Annually.
374. **PLANT STRUCTURE. I.** 4 cr. Lectures and laboratory studies of the anatomy and morphology of vascular plants. Prerequisites: BI 101, major. Alternate years.
376. **PLANT TAXONOMY. III.** 3 cr. A lecture and laboratory study of the principles of classification and their history as applied to the flora of selected world areas. Sophomore status or consent of instructor. 1964-65 and alternate years.
379. **PREVENTIVE MEDICINE. II.** 2 cr. An evening lecture and demonstration course on hygiene and public health and the civilian aspects of casualties, especially in atomic warfare. A semester of college biology or its equivalent.
381. **VERTEBRATE EMBRYOLOGY. III.** 4 cr. A lecture and laboratory course in the study of the individual development of representative vertebrates. Satisfies the pre-medical requirement. BI 104 or 107, sophomore status. Annually.
428. **NEUROANATOMY.** 4 cr. A lecture and laboratory course in the study of the functional organization of the mammalian nervous system. Offered in conjunction with course offerings in experimental psychology. Biology or psychology major, senior status or permission of the instructor.

450. PROSEMINAR. III. 1 cr. Formal presentations and discussions of selected biological topics. Prerequisites: Senior majors only. Annually.

471. SUPERVISED BOTANY LABORATORY ASSISTANCY. I, II. 2 cr. Practice training in techniques of botanical instruction at the college level. Senior status, majors only. Annually.

472. SUPERVISED ZOOLOGY LABORATORY INSTRUCTION. I, II or III. 2 cr. Practice teaching in techniques of zoological instruction at college level. Senior majors only. Annually.

494. RADIATION BIOLOGY. I. 4 cr. Laboratory and lecture course in techniques in modern radiobiology. Senior majors only. Annually.

499. SENIOR THESIS. II, III. 4 cr. Original research on a laboratory problem, topic to be selected in conference with major professor. Prerequisite: BI 494. Annually.

DEPARTMENT OF BUSINESS ADMINISTRATION

Fathers Finnegan, McKeough (Chmn.); Messrs. Kramer, Schneider; Lecturer: Mr. Faulds.

The courses offered in business administration are designed to meet a twofold need: to afford training for students who upon finishing college expect to qualify for position in industry and teaching; and to give undergraduate preparation to those who intend to do advanced work in schools of business or commerce.

Prerequisites for acceptance as a major are: junior standing and a cumulative grade point average of 2.25.

A major consists of the following courses: in business administration, 108, 109, 304, 316; courses in economics, 101, 102, 224, 305, 306; plus 18 credits chosen from the courses listed below and those offered by the department of economics. To graduate from the program a student must maintain a cumulative grade point average of 2.25 in his major subjects.

In choosing his general electives the student must present at least 18 credits in liberal arts courses.

ACCOUNTING PROGRAM

The accounting program is basically the same as that for the general business program. The accounting major, however, takes additional accounting courses by substituting for his electives. In his sophomore year he takes intermediate accounting. In his junior and senior years he takes advanced accounting, cost accounting, auditing, accounting systems, and federal and state income-tax laws.

PROGRAMS OF STUDY

Students who wish to concentrate on accounting must have a total grade point average of 2.50 and an accounting grade point average of 3.00 by the end of their sophomore year. Graduates whose total or accounting grade point average is below these standards cannot be recommended by the department.

The course symbol for business administration is BA

1. ACCOUNTING

108. PRINCIPLES OF ACCOUNTING. I. 3 cr. Given annually. Balance sheet; statement of profit and loss, use of the ledger, trial balance, work sheet and accounting statements, classification of accounts, accrued and deferred items, periodic summary, voucher system, accounting for payroll.

109. PRINCIPLES OF ACCOUNTING. II. 3 cr. Given annually. Accounting for taxes; partnerships, corporation, departmental accounting, branch accounting, accounting for manufacturing, job order, process costs, budgetary control, analysis and interpretation of financial statements. Prerequisite: BA 108.

210. INTERMEDIATE ACCOUNTING. I. 3 cr. Given annually. Accounting records; end-of-period procedures; corrections of profits of prior periods; accounting statements; comparative statements; analysis of working capital ratios; profit and loss analysis; and corporations. Prerequisite: BA 109.

211. INTERMEDIATE ACCOUNTING. II. 3 cr. Given annually. Cash and receivables; inventories; fixed assets; investments; liabilities; reserves; determination of net income; statement of application of funds. Prerequisite: BA 210.

381. ADVANCED ACCOUNTING. I. 3 cr. Given 1962-63. Partnerships venture accounts; consignments; installments sales; insurance; statements of affairs; receiver's accounts; realization and liquidation reports; compound interest and annuities. Prerequisite: BA 211.

382. ADVANCED ACCOUNTING. II. 3 cr. Estates and trusts; parent and subsidiary accounting; consolidations and mergers; foreign exchange. Prerequisite: BA 381.

483. COST ACCOUNTING. I. 3 cr. The cost accounting cycle; cost records; materials control; materials records and pricing; labor in cost accounting; manufacturing overhead; departmentalization of indirect costs; cost summaries and financial statements; job order and process cost accounting procedures. Prerequisite: BA 211.

484. COST ACCOUNTING. II. 3 cr. Budgetary control; standard costs; estimated cost accounting procedures, managerial reports through cost accounting, graphic presentation of cost data; nonmanufacturing costs; uniform cost accounting system; cost accounting from the managerial viewpoint. Prerequisite: BA 483.

485. AUDITING. 3 cr. General principles of auditing, including a detailed study of indifferent kinds of audits. Prerequisite: BA 211.

486. ACCOUNTING SYSTEMS. 3 cr. General principles of constructive accounting and the designing of systems of various types of industries. Prerequisite: BA 211.

491. FEDERAL AND STATE INCOME TAX LAWS. 3 cr. Problems based upon federal and Wisconsin income tax laws. Prerequisite: BA 109.

2. ORGANIZATION AND MANAGEMENT

121. MATHEMATICS OF FINANCE. 3 cr. Simple and compound interest; annuities; amortization and sinking funds; valuation of bonds; depreciation. Required of majors in business administration. Prerequisite: minimum grade of C in Mathematics 102.

304. BUSINESS MANAGEMENT. II. 3 cr. An introductory course treating of the business world today. Analysis and description of current business procedures and practices; explanation of the more important structural elements of business enterprise; consideration of the main public and private goals of business activity. Prerequisite: Economics 102.

306. INVESTMENTS. 3 cr. Analysis of the capital market and investments. Prerequisite: Economics 102.

310. PRINCIPLES OF INSURANCE. 3 cr. An introductory course designed to acquaint the student with the economic, social and business aspects of insurance; and to examine the principles underlying current insurance practices and policies. Prerequisite: Economics 102.

313. MARKETING. 3 cr. Principles and practices followed by producers, wholesalers and retailers in the distribution of products. Economic factors involved in the marketing of commodities and services. Prerequisite: Economics 102.

316. BUSINESS LAW. I. 3 cr. History of legal development, contracts, agency, negotiable instruments and insurance. Prerequisite: Economics 102.

317. BUSINESS LAW. II. 3 cr. Sales real estate and property, partnerships, corporation, bankruptcy. Prerequisite: BA 316.

318. PERSONNEL MANAGEMENT. 3 cr. Problems of managing manpower in modern industrial society. Emphasis on behavior of people in their employment relationships. Points of view, policies, programs and practices in employment relations. Recruitment, selection, training, compensation, collective bargaining and contract negotiations. Prerequisite: Economics 102.

DEPARTMENT OF CHEMISTRY

Mr. Motiff (Chmn.); Drs. Barks, Williams, Zehren.

The program of the department of chemistry is designed to offer a broad and yet thorough foundation in the fundamental knowledge of inorganic, analytical, organic and physical chemistry. Its objectives are:

1. To provide the necessary background for the advanced study of chemistry in the graduate school.

2. To prepare students for industrial, governmental and teaching positions in chemistry.

PROGRAMS OF STUDY

3. To be a service department for other fields of endeavor in a liberal arts college.

For a major in chemistry a total of 30 credits above Chemistry 106 is the minimum requirement. These 30 credits must include Chemistry 220, 221, 222, 223, 111, 330, 331, 332, 333. The ability to translate scientific articles, preferably German, is a departmental requirement. A grade of "D" in any chemistry course automatically drops a student as a chemistry major.

For a secondary school teaching major program in chemistry, the state of Wisconsin requires 34 credits in chemistry; for a minor program it requires 22 credits in chemistry. These credits include Chemistry 105 and 106, or 107 and 108.

A chemistry teaching major program will include the basic courses in general, quantitative, organic and physical chemistry. The mathematics needed is a working knowledge of elementary calculus. A chemistry teaching minor program will include the basic courses in general, quantitative, and organic chemistry. The mathematics needed is a working knowledge of advanced algebra and trigonometry.

Graduates who follow the teaching programs will not be recommended for industrial positions or graduate work in chemistry.

Transfer students who plan to major in chemistry are required to take the following chemistry courses in this department: Chemistry 222, 223, 332, 333, 340.

The course symbol for chemistry is Ch.

105. GENERAL CHEMISTRY. 4 cr. A study of the basic principles, laws and definitions of chemistry. Laboratory consists of experiments illustrating the above and an introduction to basic laboratory techniques. Depending on the student's background this course could be omitted, or the student could be placed in a more advanced section. Three lectures and one double period laboratory per week. Credit for this course cannot be applied toward any special or general program until this course and Chemistry 106 are successfully completed. Prerequisite: a working knowledge of algebra.

106. INORGANIC CHEMISTRY AND QUALITATIVE ANALYSIS. 4 cr. A continuation of the study of fundamental principles, descriptive chemistry of metals, compounds, ions and radicals, some qualitative analysis. Three lectures and one double period laboratory per week. Prerequisite: Chemistry 105 or consent of department.

107. GENERAL CHEMISTRY - ADVANCED SECTION. 4 cr. Students allowed in this course must have a better than average background in high school chemistry and pass a placement examination.

108. INORGANIC CHEMISTRY AND QUALITATIVE ANALYSIS-ADVANCED SECTION. 4 cr. Prerequisite: Chemistry 107 or consent of department.

111. QUANTITATIVE ANALYSIS. 4 cr. An introductory course in quantitative principles and techniques. Two lectures and six hours of laboratory per week. Prerequisite: Minimum grade of "C" in Chemistry 106.

220. ORGANIC CHEMISTRY. 3 cr. An introductory course in the study of carbon compounds. Three lectures. Chemistry 220 and 221 must be taken concurrently. Credit for this course cannot be applied toward any special or general program until this course and Chemistry 222 are successfully completed. Prerequisite: A grade of "C" in Chemistry 106.

CLASSICAL LANGUAGES

221. ORGANIC CHEMISTRY LABORATORY. 2 cr. An introduction to the laboratory work of organic chemistry. Six hours of laboratory per week. Credit for this course cannot be applied toward any special or general program until this course and Chemistry 223 are successfully completed. Prerequisite: registration in Chemistry 220.

222. ORGANIC CHEMISTRY. 3 cr. A continuation of Chemistry 220. Three lectures. Chemistry 222 and 223 must be taken concurrently.

223. ORGANIC CHEMISTRY LABORATORY. 2 cr. A continuation of Chemistry 221. Six hours of laboratory per week.

300. SPECIAL PROBLEMS. 1, 2, or 3 cr. Laboratory and/or literature study of special problems of an advanced nature.

305. ADVANCED INORGANIC CHEMISTRY. 3 cr. An advanced approach to modern structural inorganic chemistry. It considers the theoretical as well as the reaction or descriptive aspects of chemistry. Three lectures per week. Prerequisite: Consent of department.

330. PHYSICAL CHEMISTRY. 3 cr. A course utilizing the mathematical approach and the laws of physics in the study of chemistry. Chemistry 330 and 331 must be taken concurrently. Prerequisites: General physics and calculus.

331. PHYSICAL CHEMISTRY LABORATORY. 2 cr. A laboratory course in physical chemistry familiarizing the student with apparatus used in measuring physical-chemical properties and in controlling the rate and conditions of chemical reactions. Prerequisite: registration in Chemistry 330.

332. PHYSICAL CHEMISTRY. 3 cr. Continuation of Chemistry 330.

333. PHYSICAL CHEMISTRY LABORATORY. 2 cr. Continuation of Chemistry 331.

340. ADVANCED ANALYTICAL CHEMISTRY. 3 cr. A laboratory course involving advanced methods of inorganic analysis and characterization of organic compounds.

341. INSTRUMENTATION. 3 cr. A laboratory course using instruments such as recording spectrophotometers, gas chromatographs, polarographs, etc.

400. INTRODUCTION TO RESEARCH. 1-3 cr. Prerequisite: Consent of department.

DEPARTMENT OF CLASSICAL LANGUAGES

Fathers Conway, McLaughlin, Spellman (Chmn.).

St. Norbert College offers a thorough preparation in Greek and Latin with emphasis in the elementary courses on vocabulary, grammar and syntax. The great literature of these languages is studied, including the early Christian writers.

PROGRAMS OF STUDY

Some students for a bachelor of arts degree must earn 16 credits in Latin or have four high school units in Latin.

A major program is offered for those who wish to specialize in Latin. A student must have an overall grade point average of 2.5 to qualify for admission in a major program in Latin and must earn 32 credits in courses beyond the first two terms or two years of high school Latin.

Major students in this department take a comprehensive examination during the third term of their senior year. Transfer students to this department must take a minimum of six credits in Latin at St. Norbert.

GREEK

The course symbol for Greek is Gk.

101. ELEMENTARY GREEK I. 4 cr. The study of forms, elementary syntax, readings and composition, stressing English derivatives to illustrate the influence of Greek on English language and thought.

102. XENOPHON AND PROSE COMPOSITION. II. 4 cr. Prerequisite: Gk. I. Three hours of reading, one of composition per week.

110. HOMER. I. 4 cr. Selections from Iliad and Odyssey.

111. INTRODUCTORY BIBLICAL GREEK. I. 4 cr. The study of the forms and syntax of the Greek of the new testament.

112. NEW TESTAMENT GREEK. 3 cr. per term. In the first term, readings from the gospels; in the second term, the acts of the apostles and selected epistles.

LATIN

The course symbol for Latin is Lt.

101. ELEMENTARY LATIN. I. 4 cr. The elements of the language including all forms and syntax with simple translation into Latin and English; equivalent to a full year of high school work, and preparatory to reading Caesar in the second semester.

102. CAESAR. II. 4 cr. Prerequisite: Latin 101 or one year of high school Latin, based on examination. The equivalent of the second year of high school Latin. The reading selections are from the seven books of the Gallic War. Composition once a week, with a continued review of syntax and forms.

106. LATIN MORPHOLOGY. I. 3 cr. Prerequisite: Latin 101 and 102. A careful study of forms and syntax with special attention to Latin composition. This course is designated to meet the needs of students who have not studied Latin for several years.

107. LATIN MORPHOLOGY II. 3 cr. Prerequisite: Latin 106. A continued drill in the forms and syntax of the language through Latin composition.

110. INTRODUCTION TO CICERO. 4 cr. A review of the forms and syntax of Latin, as the student prepares to read Cicero's orations.

111. CICERO'S ORATIONS II. 3 cr. Prerequisite: Latin 102 or two years of high school Latin, based on examination. Four of the shorter orations or an equivalent amount, selected from the orations and letters of Cicero; composition once a week, with a continued review of syntax and drill in forms.

112. VIRGIL'S AENEID. III. 3 cr. Prerequisite: Latin 110 or three years of high school Latin based on examination. The selections read are taken from the first six books of the Aeneid. Composition once a week, with a continued review of syntax and drill forms.
120. INTRODUCTORY COURSE IN CHURCH LATIN. I. 3 cr. Prerequisite: Latin 112 or four years of high school Latin. Easy readings from the Missal, Breviary, Bible and selections from the Latin Fathers thus introducing the student to the treasure of Christian Latin Literature. A continued review of the principles of grammar and composition.
121. PATRISTIC LATIN. 3 cr. The easy reading of the Latin of the Church Fathers such as Tertullian, Lactantius, St. Ambrose and St. Leo the Great.
151. ROMAN CIVILIZATION. 3 cr. Careful interpretation of the private and public customs of the ancient Romans.
152. CLASSICAL MYTHOLOGY. 3 cr. A special study of the classical myths and their influence on literature and art.
153. ROMAN HISTORY. 3 cr. A study of the development of Rome from 776 BC to the close of the empire 470 AD.
204. LIVY. 3 cr. A study of Livy's history of the earliest beginnings of Roman state, and the early achievements of the government.
205. TACITUS. 3 cr. Selections from the *Historiae* and the *Annales* in order to understand the development of the empire.
206. OVID. II. 3 cr. Selected readings from the *Metamorphoses*, *Heroides*, and *Tristia* are chosen for content and style since Ovid remains a primary source of Roman mythology.
221. SURVEY OF LATIN LITERATURE—PROSE. I. 3 cr. Selected readings from the leading prose writers of the republic and early empire.
222. SURVEY OF LATIN LITERATURE—POETRY II. 3 cr. Selected readings from the leading poets of the republic and early empire.
223. CICERO—PHILOSOPHICAL ESSAYS. I. 3 cr. Prerequisite: Latin 120. Selected reading from *De Amicitia*, *De Senectute* and *De Officiis*, with special attention to the principles of syntax and rhetoric and continued review of morphology.
308. MARTIAL 3 cr. The reading of Martial's epigrams introduces the student into the wit and satire of imperial Rome and helps him understand the customs and manners of its citizens.
323. CONFESSION OF ST. AUGUSTINE. II. 3 cr. Reading from the confessions with a continued review of forms and the principles of syntax throughout the course.
324. CICERO'S LETTERS. I. 3 cr. Selected letters of Cicero are chosen for historical authenticity of Roman politics in the dying days of the republic. The personal life and statesmanship of Cicero are clearly portrayed through this careful study of his correspondence.
325. HORACE, ODES AND EPODES. I. 3 cr. A critical study of the content, style and metrical form of the Odes with special attention to the historical and cultural aspects of Horace's age.

PROGRAMS OF STUDY

380. **MEDIEVAL LATIN PROSE. I.** 3 cr. A survey of the prose and poetry of the middle ages. In the first term the writers of the early middle ages are studied; in the second term the writers of the twelfth through sixteenth centuries are discussed.

380. **DIRECTED READING I.** 2 or 3 cr. Specially qualified students under the guidance of the department may register for a specified number of credits for directed reading.

381. **DIRECTED READING II.** 3 cr. Prerequisite: Latin 380. A continued guided reading course with special emphasis on acquiring a workable vocabulary in Catholic scholasticism, philosophical and theological.

DEPARTMENT OF ECONOMICS

Fathers Killeen (Chmn.), McKeough; Messrs. Hinkfuss, Schneider.

The purposes of the department of economics are:

1. To give students the opportunity to acquire a knowledge and appreciation of the economic system and its operations as part of their liberal arts education.
2. To prepare students for graduate work in economics and related fields.
3. To offer students majoring in other departments courses in economics suited to their needs.

THE MAJOR: A major consists of 32 credits, including the following courses: 101, 102, 224, 301, 305, 306, 351, 352 and 9 credits selected from courses numbered above 300. A cumulative grade-point average of 2.25 in courses numbered below 300 is required for admission to major status. At least 12 of the credits required for graduation must be taken on this campus.

The student must achieve a grade-point average of 2.50 in the course taken in the department with a grade of C or better in each and pass a comprehensive examination in his senior year to be eligible for graduation.

Students majoring in economics are advised to complete Mathematics 115; foundations of mathematics. Those planning on doing graduate work in economics are advised to take mathematics as a related field. Accounting courses are useful electives.

The course symbol for economics is Ec.

101. **PRINCIPLES OF ECONOMICS.** 3 cr. Given annually. Institutional framework, basic economic concepts, central problems of every economic society, pricing system, individual and family income, national income, monetary and fiscal policy.

102. **PRINCIPLES OF ECONOMICS.** 3 cr. Given annually. Composition and pricing of the national income, distribution of income, pricing of the factors of production, international trade and finance. Prerequisite: 101.

203. **ECONOMIC PROBLEMS.** 3 cr. Given annually. Problems of underdeveloped countries, economic growth, economics of disarmament, comparative economic systems, the role of government. Offered for non-majors. May not be taken

for credit by students previously or currently enrolled in 102. Prerequisite: 101 and sophomore standing.

224. **INTRODUCTION TO STATISTICS.** 3 cr. Given annually. Frequency distribution, correlation, regression, sampling, collection and presentation of data. Prerequisite: Mathematics 102 or comparable mathematical preparation.

301. **ECONOMIC THEORY.** 3 cr. Nature and functions of the economic system, theory of relative prices of commodities and services under conditions of perfect and imperfect competition; theory of production, of consumption; factor price determination, distribution of income, wages, interest, rent and profits. Prerequisite: 102 and junior standing.

302. **INCOME DISTRIBUTION.** 3 cr. Factor price determination, distribution of factor shares; theory of wages, interest, rent and profits; evaluation of the market economy in terms of economic welfare; statistical data on distribution. Prerequisite: 102 and junior standing. Given 1964-65.

305. **MONEY AND BANKING I.** 3 cr. Given 1965-66. The nature and functions of money; origins, structure and operations of commercial banks, monetary theories; central banking systems and their activities; the federal reserve system. Prerequisite: 102 and junior standing.

306. **MONEY AND BANKING II.** 3 cr. Given 1965-66. This course is a continuation of Economics 305. Money, interest and employment; the credit market, credit instruments, credit institutions; money and economic stability, international payments, international monetary fund, international bank. Prerequisite: 305.

308. **PUBLIC FINANCE.** 3 cr. Given 1964-65. The aim of the course is to describe and analyze the impact of public finance (federal, state and local) on the American economy. The subject matter includes taxes, their scope, interrelation and incidence; problems of government budgets; and the techniques of public borrowing. Prerequisite: 102 and junior standing.

309. **AMERICAN ECONOMIC HISTORY.** 3 cr. (Offered in the department of history.)

315. **INTERNATIONAL ECONOMICS.** 3 cr. A study of international economic relations historically orientated. Scope, purposes, problems and conflicts of international programs. Theory of international trade, views in support of protectionism and free trade. Monetary aspects of foreign trade. Prerequisite: 102 and junior standing. Given 1964-65.

316. **BUSINESS CYCLES.** 3 cr. Given 1964-65. A study of the functioning of the economy with emphasis on the various types of business fluctuations. Theories of prosperity and depression, methods of controlling the business cycle, the role of monetary and fiscal policies in modifying the business cycle. Prerequisite: 102 and junior standing.

322. **LABOR PROBLEMS.** 3 cr. Given annually. Labor markets and wage structure. Collective bargaining, wage theories and policies, labor productivity and real wages, income, employment and unemployment. Prerequisite: 101 and junior standing.

323. **LABOR LEGISLATION.** 3 cr. Given 1964-65. Protective legislation dealing with wages, hours, child labor, old-age benefits, accident and unemployment compensation, legal status of trade unions. Prerequisite: 101 and junior standing.

351. **HISTORY OF ECONOMIC THOUGHT.** 3 cr. Given 1965-66. History of the development of economic thought as exemplified in the writings of representatives of the principal schools of economic thought. Prerequisite: 102 and junior standing.

PROGRAMS OF STUDY

401. PROSEMINAR. 2 cr. Given annually. Directed readings, formal reports and discussions in preparation for comprehensive examination. Prerequisite: senior standing.

DEPARTMENT OF EDUCATION

Fathers Diederich, La Mal (Chmn.), Schinkten; Sister Angelica; Messrs. Clouthier, N. Ecker, Hoffmann, Nicks; Lecturers: Father Mulroy, Sister Mary Clarence, Mrs. Kashnig.

The department of education is organized for the purpose of preparing competent classroom teachers for the elementary and secondary schools. It is the responsibility of the department of education to furnish adequate professional preparation in theory and techniques of teaching and thorough counseling to assist in the development of the necessary academic, personal, social, and ethical qualities desired in a truly professional educator. Consequently, the end product will not be mere teachers but educators in every sense of the word.

GENERAL REQUIREMENTS

Students who wish to graduate from St. Norbert College and to teach in the public schools must fulfill:

- A. The basic requirements of St. Norbert College for a B.S. or B.A. degree.
- B. The requirements for teacher certification in the state in which they plan to teach.
- C. The following departmental requirements:
 1. Education 131, Introduction to Education
 2. Professional education courses required by the state in which the student intends to teach
 3. In order to qualify for student teaching, the student must:
 - (a) have a cumulative grade average of 2.60
 - (b) receive approval of his major department
 - (c) receive approval of the education department
 - (d) present written evidence of having passed the speech proficiency test.

REQUIREMENTS FOR PROSPECTIVE ELEMENTARY SCHOOL TEACHERS

Prospective elementary school teachers must earn a minimum of 36 credits in education to qualify for state certification. Since such a teacher ordinarily must teach all the subjects in a given grade or grades, the state of Wisconsin does not require majors or minors in particular fields. A candidate for elementary school certification must therefore major in education and develop another academic area of concentration. The student's program is directed toward a broad general education, covering all the areas, including music, art, and physical education, which are contained in the elementary curriculum.

A major in education must include the courses listed in the education major program. No departures from this program are allowed without the written approval of the departmental chairman. Those who wish to major in education for reasons other than elementary teaching should plan their programs in the light of their goals and in consultation with their advisers and the chairmen of the education department.

REQUIREMENTS FOR PROSPECTIVE SECONDARY SCHOOL TEACHERS

Prospective secondary school teachers must fulfill the minimum state requirements for teaching majors and minors, and in addition they must earn the required minimum 18 credits in education.

As a prerequisite for Education 430, Student Teaching, a student must have taken courses Education 131 and Education 241 and the special methods courses in his teaching field in addition to meeting the general requirements previously stated.

Since most of our students are preparing to teach in Wisconsin schools, the state's requirements for certification as secondary school teachers are given here:

Special Statutory Requirements

For teachers of science and the social studies:

Chapter 445—Laws of 1935, State of Wisconsin, reads as follows:

"In granting certificates for the teaching of courses in science and the social studies, adequate instruction in the conservation of natural resources shall be required." This requirement is fulfilled by Biology 328 or Geography 328.

Chapter 307—Laws of 1935, State of Wisconsin, reads as follows:

"In granting certificates for the teaching of courses in economics, the social studies, and agriculture, adequate instruction in cooperative marketing and consumers co-operatives shall be required."

A. Academic Preparation

Graduation from an approved college under one of the following plans:

1. One college approved major of at least 34 semester hour credits with one college approved minor of at least 22 semester hour credits, or
2. Two college approved majors of at least 34 semester hours credits each, or
3. One college approved broad field major of at least 54 semester hours.

B. Professional Requirements

For a first license—18 semester hours in education, distributed as follows:

- | | |
|--|---------|
| 1. Psychology of Education or Psychology of Learning | 3 hours |
| 2. Methods course in major subject | 2 hours |
| 3. Student teaching | 6 hours |
| 4. Electives | 7 hours |

The course symbol for education is Ed.

131. INTRODUCTION TO EDUCATION. 3 cr. This course is intended to give the student an overview of education in the United States, an acquaintance with the role of the teacher in the classroom, the responsibilities, the problems, the opportunities, and the satisfactions of teaching. Required of all students preparing to teach.

PROGRAMS OF STUDY

241. **EDUCATIONAL PSYCHOLOGY.** 3 cr. An introductory course which includes the modern theories of learning, the principles and techniques involved in the learning process, and functional approach to an understanding of the dynamics of pupil behavior.

245. **CHILD GROWTH AND DEVELOPMENT.** 3 cr. This course will emphasize basic concepts of children's growth and aspects of their physical, mental, emotional and social development from infancy to adolescence. Case studies and allied research topics are included.

256. **TESTS AND MEASUREMENTS.** 3 cr. An orientation course for prospective teachers in which basic principles of test evaluation, statistics for classroom instructors, construction of tests and available measures and norms are presented. Consideration will be given to fields of measurement such as intelligence, aptitude, achievement, personality, and interest.

301. **ADOLESCENT PSYCHOLOGY.** 3 cr. Covers the dynamics of adolescent personality, the ecological influences and modern research pertaining to an explanation of adolescent behavior.

306. **MENTAL HYGIENE.** 3 cr. The principles involved in the basic human dynamisms, personality disorders, and the prevention of mental disease.

312. **PRINCIPLES OF GUIDANCE.** 3 cr. This course is designed to give an overview of guidance organization and practices. Records, counseling techniques and testing are covered. Pupil needs and adjustments are investigated.

314. **EDUCATIONAL AND VOCATIONAL GUIDANCE.** 3 cr. This course is designed to help teachers and administrations in working with student educational and vocational problems and needs.

315. **COUNSELING.** 3 cr. This course is restricted to seminarians who are preparing to be high school teachers.

323. **AUDIO-VISUAL EDUCATION.** An exploration of theory and practice in audio-visual instruction; location of sources of free and inexpensive materials; work in the preparation and use of attractive visuals; and training in the operation and use of audio-visual machines.

331. **ELEMENTARY SCHOOL ART EDUCATION.** 3 cr. An understanding of the creative needs of children at the elementary level in addition to an investigation of art media appropriate to this level.

332. **ELEMENTARY SCHOOL ART EDUCATION--ART MAJORS.** 3 cr. An understanding of the creative needs of children at the elementary level in addition to an investigation of art media appropriate to this level.

333. **JUNIOR AND SENIOR HIGH SCHOOL ART EDUCATION.** 3 cr. An understanding of the creative needs of the adolescent in addition to an investigation of the problems of teaching art at this level.

341. **ELEMENTARY SCHOOL MUSIC EDUCATION.** 3 cr. The content for the various grades is reviewed and the methods of presentation studied for developing musical experience through singing, playing, and creating. A foundation in the fundamentals of music is necessary.

342. **ELEMENTARY SCHOOL MUSIC--MUSIC MAJORS.** 3 cr. The content for the various grades is reviewed and the methods of presentation studied for developing musical experience through singing, playing, and creating. Music majors only.

343. JUNIOR AND SENIOR HIGH SCHOOL MUSIC. 3 cr. The content for the various grades is reviewed and the problems in teaching and administering vocal and instrumental organizations developed. The content of general music as a school subject is reviewed.

350. LOWER ELEMENTARY SCHOOL METHODS—A. 3 cr. The first course of the sequence in methods introduces the student to the methods of teaching based upon the principles of psychology and child development previously learned. This course discusses the guidance of learning activities and the planning and teaching of units of instruction in language arts, reading, spelling, and handwriting. (For students preparing to teach in grades 1-4.)

351. UPPER ELEMENTARY SCHOOL METHODS—A. 3 cr. The first course of the sequence in methods introduces the student to the methods of teaching based upon the principles of psychology and child development previously learned. This course discusses the guidance of learning activities and the planning and teaching of units of instruction in language arts, reading, spelling, and handwriting. (For students preparing to teach in grades 4-8.)

354. RELIGION IN ELEMENTARY SCHOOL. 3 cr. In this course past and current trends in the teaching of religion in the elementary school will be compared.

355. TEACHING THE "SPECIAL CHILD". 3 cr. A cooperative study of the problem of adjusting education to the capacities of the gifted child, as well as the limitations of the slow learner.

356. ELEMENTARY SCHOOL CURRICULUM. 3 cr. This course will concern itself with the philosophy of education as it is applied to the curriculum of the elementary school. It will deal with the nature of a curriculum and with the basis upon which a curriculum must be built.

362. CHILDREN'S LITERATURE. 3 cr. The course is intended to acquaint elementary teachers with representative examples of literature for children, and, through lectures, discussion, audio-visual aids, and especially through wide reading, to develop their capacity of evaluating current books and augment their power to stimulate children's reading.

370. HIGH SCHOOL ENGLISH-LANGUAGE METHODS. 3 cr. A course designed to prepare future high school English and/or foreign language teachers. This course stresses lesson planning, methodology, techniques unique to these areas, observation in high school classes, curriculum trend and development, in order to adequately prepare the student for teaching English and/or foreign languages.

371. HIGH SCHOOL MATHEMATICS-SCIENCE METHODS. 3 cr. A course designed to prepare future high school mathematics and science teachers. This course stresses lesson planning, methodology, techniques unique to these areas, observation in high school classes, curriculum trends and development in order to adequately prepare the student for teaching mathematics or science.

372. HIGH SCHOOL PHYSICAL EDUCATION METHODS. 3 cr. A course designed to prepare future high school physical education teachers. This course stresses program planning, methodology, techniques, observation in high school classes, curriculum trends and development in order to adequately prepare the student for teaching physical education classes in high school.

PROGRAMS OF STUDY

373. **HIGH SCHOOL SPEECH METHODS.** 3 cr. A course designed to prepare future high school speech teachers. The course stresses lesson planning, methodology, techniques unique to this area, observation in high school classes, curriculum trends and development, the role of the speech teacher in order to adequately prepare the student for teaching speech in high school.

374. **HIGH SCHOOL SOCIAL SCIENCE METHODS.** 3 cr. A course designed to prepare future high school social science teachers. This course stresses lesson planning, methodology, techniques unique to these areas, observation in high school classes, curriculum trends and development in order to adequately prepare the student for teaching the various social sciences in high school.

375. **HIGH SCHOOL RELIGION METHODS.** 2 cr. A course designed to prepare future high school religion teachers. The course will consist of catechetics in conjunction with the theology program for seminarians.

376. **HIGH SCHOOL RELIGION METHODS.** 2 cr. A continuation of Ed. 375.

385. **READING IMPROVEMENT--HIGH SCHOOL.** 3 cr. This course is conducted as a clinic in which the student learns how to diagnose reading difficulties and how to plan, prepare and teach exercises designed to overcome them. Demonstrations will be used to show how to improve the reading ability of all students.

386. **REMEDIAL READING--ELEMENTARY SCHOOL.** 3 cr. This course is conducted as a clinic in which the student learns how to diagnose reading difficulties and how to plan, prepare and teach exercises designed to overcome them. Emphasis placed on actual demonstration.

391. **PROBLEMS AND MATERIALS IN SAFETY EDUCATION.** 3 cr. Purpose of the course is to acquaint prospective teachers of driver education and safety with the nature, background, significance and trends in driver and safety education in schools. The course satisfies the safety requirement course for certification in driver education.

393. **PROBLEMS AND MATERIALS IN DRIVER EDUCATION.** 3 cr. This course is designed to prepare teachers of driver education in secondary and vocational schools. It is designed so that laboratory experience is required in teaching a trainee the fundamentals of driving. Prerequisite: A valid driver's license.

400. **LOWER ELEMENTARY SCHOOL METHODS--B.** 3 cr. The second course in the methods sequence is devoted to a concentrated program of elementary methods of arithmetic, science, and social studies. (For students preparing to teach in grades 1-4.)

401. **UPPER ELEMENTARY SCHOOL METHODS--B.** 3 cr. The second course in the methods sequence is devoted to a concentrated program of elementary methods of arithmetic, science, and social studies. (For students preparing to teach in grades 4-8.)

402. **ELEMENTARY SCHOOL METHODS--C.** 2 cr. The third course in this sequence deals with organization of the school day, classroom management, and discipline, records and reporting, with emphasis on reporting of pupil progress, office records, and the school register; and a final discussion on the role of elementary education in the community.

420. **LOWER ELEMENTARY SCHOOL STUDENT TEACHING.** 8 cr. Elementary education majors will have a full day of student teaching for ten weeks plus two weekly conference periods. In the conference periods, personal development and professional growth of the student will be emphasized in a discussion of their problems. Application to take this course must be made in the preceding term. (For students preparing to teach in grades 1-4.)

421. UPPER ELEMENTARY SCHOOL STUDENT TEACHING. 8 cr. Elementary education majors will have a full day of student teaching for ten weeks plus two weekly conference periods. In the conference periods, personal development and professional growth of the student will be emphasized in a discussion of their problems. Application to take this course must be made in the preceding term. (For students preparing to teach in grades 4-8.)

430. HIGH SCHOOL STUDENT TEACHING. 6 cr. In order to have sufficient time available for observation and teaching in the assigned school, a half day is required free from college classes. Two seminar conferences are held weekly. Application to take this course must be made by the preceding term.

441. SUPERVISION OF STUDENT TEACHING. 2 cr. An in-service course for supervising teachers in the cooperating elementary and secondary schools.

452. PROBLEMS IN AMERICAN EDUCATION. 3 cr. In this course the most pressing problems affecting education in the United States today are identified and studied. The class is conducted as a pro-seminar.

DEPARTMENT OF ENGLISH

Fathers Butler, Hoffman; Messrs. Davidson (Chmn.), Londo, Matyshak, McDonough.

The department of English has a four-fold purpose:

1. It tries to convince the freshman of the desirability and necessity of being able to use the English language in reading, writing, and speaking in accordance with the precision and maturity expected of educated persons, and seeks to provide the training which will enable him to acquire these skills.
2. For the sophomore student, it offers opportunities to acquire a mature, general knowledge and appreciation of the chief English and American literary artists of the nineteenth and twentieth centuries.
3. For prospective majors in English, it offers a carefully chosen selection of courses in linguistics, literary criticism, creative writing, and the study of authors, periods, and types of literature, for undergraduate specialization.
4. For the non-English major upper classman, it offers courses of interest to any mature lover of literature.

All students must present a minimum of nine credits in English for a degree. The required courses are: English 101 and 301, English 230 and 231 (for English majors), and English 231 or 240 (for the general student). English majors are also advised to take English 240. **Note:** Majors may take English 230 or 231 in their freshman year. General students are requested to take English 231 or 240 in their sophomore year.

Freshmen who fail to earn a passing grade in English 101 will be required to reregister for the course and remain therein until they have achieved a passing grade.

NOTE WELL: Any student who shows notable deficiencies in the use of the English language in any of his courses may, upon the recommendation of any instructor, be required to return to English 101 and share in all class exercises until such time as the character of his English usage has improved to the satisfaction of the instructor concerned.

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PROGRAMS OF STUDY

366. THE ENGLISH NOVEL. A reading course in the development of the novel in England from the beginning to the end of the nineteenth century.

369. MILTON'S PARADISE LOST. A careful analysis of the artistry, content, and significance of Milton's masterpiece. The student is expected to familiarize himself with the author's other works.

400. SENIOR SEMINAR IN ENGLISH STUDIES. Credit to be arranged. Prerequisite: English major.

DEPARTMENT OF GEOGRAPHY

Father Spellman (Chmn.)

Geography proposes to coordinate the data of the social sciences and to show how these factors can be considered on a world-wide scale. Geography directs the student in acquiring skill not only to recognize the physical factors and economic resources of the earth but to be able to plot and allocate them across the earth. Thus he can more readily ascertain and grasp the physical, economic and political conditions of his own environment and evaluate these factors in the world about him. Geography aims to make the student acquire skill in the use of the accepted tools of the craft, e.g. maps, graphs, globes and atlases, so significant in this age of space.

Geography is an elective subject.

The course symbol for geography is Ge.

101. PHYSICAL GEOGRAPHY. I, II. or III., 4 cr. A study of the distinguishing features of the world's climate, rock formations and land forms and their respective location on earth. Two lectures and two laboratory periods.

212. ECONOMIC GEOGRAPHY. I. 3 cr. A study of the foods, raw materials, fuels, manufacturing and commerce on a world-wide scale. A discussion concerning how and where man develops the natural resources of the earth and the resulting change of his environment due to his economic progress.

214. GEOGRAPHY OF NORTH AMERICA. II. 3 cr. A regional survey of the physical features and economic resources of the continent of North America.

328. CONSERVATION OF OUR NATURAL RESOURCES. III. 3 cr. A geography survey of the conservation practices in the United States. A study and application of the principles of conservation of raw materials from the farms, forests, grasslands, mineral deposits and wild life of the United States.

DEPARTMENT OF HISTORY

Fathers Cornell, (Chmn.), Madaj, Manders; Messrs. Albjerg, Padden, Stroik.

While this department endeavors to offer sufficient courses to introduce all students of the college to the cultural advantages which are inextricably associated with the study of history, it aims to present its matter in such a way as to persuade them that this area of investigation is intensely practical and extremely

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useful; to emphasize that history is really a study of the present in the light of the past, an essential, integral part of the educated man's equipment, without which he cannot really understand the world in which he lives.

The major program consists of 36 credits. Before major students of the department may take courses numbered above 200, they must have completed courses 103, 104, 113, and 114, and must have attained a grade point average of at least 2.50 in these courses. Major students must take History 207 or 235 and History 392. All major students must pass a comprehensive examination during the senior year.

Transfer students who wish to earn a major in history must satisfy the above requirements and must complete at least 12 of the credits offered in courses numbered above 200 on this campus.

Juniors and seniors majoring in other departments may, with the consent of the department, be admitted to courses numbered above 200 without having the prerequisites demanded of majors in the department.

The course symbol for history is Hs.

103. SURVEY OF AMERICAN HISTORY. I. 3 cr. A review of the political, economic, social and cultural growth of the United States from the first English colonies to the close of Lincoln's administration.

104. SURVEY OF AMERICAN HISTORY. II. 3 cr. A continuation of History 3, from Lincoln's administration to the present day.

113. SURVEY OF MODERN EUROPE I. 3 cr. A survey of modern Europe, including a brief study of the institutions and attitudes of western civilization as it merged in the Middle Ages, and a thorough investigation into the political, social, religious, economic and intellectual movements from the Renaissance through the French Revolution.

114. SURVEY OF MODERN EUROPE II. 3 cr. Continuation of course 113 from the French Revolution to modern time.

201. INTRODUCTION TO POLITICAL SCIENCE. I. 3 cr. Analysis of the fundamentals of political philosophy with a brief survey of the more important theories.

202. AMERICAN POLITICAL PARTIES. II. 3 cr. The objectives, ideals, and development of political parties in the United States with emphasis on the relation of partisan movements to the social and economic problems of the times in which they came into being.

203. NATIONALIST MONARCHIES. I. 3 cr. An inquiry into the origin and growth of the modern nationalist state.

204. THE LIBERAL REVOLUTIONS. II. 3 cr. A study of the circumstances, personalities and ideas connected with the American, French and Russian revolutions.

207. AMERICAN INTELLECTUAL HISTORY. I. 3 cr. An analysis of the more important cultural developments in the United States in the fields of literature, art and philosophy.

216. AMERICAN CONSTITUTIONAL HISTORY. I. 3 cr. An inquiry into the sources, philosophical, economic and political evolution of the American Constitution from its English origin through the constitutional problems raised by the industrial revolution.

PROGRAMS OF STUDY

217. AMERICAN CONSTITUTIONAL HISTORY. II. 3 cr. An inquiry into the constitutional problems of the United States from 1900 to the present time.
220. AMERICAN DIPLOMATIC HISTORY. I. 3 cr. A study in the background, methods and effects of American diplomatic history with a special attention paid to outstanding incidents of diplomatic controversies and personalities, from the beginning to 1900.
221. AMERICAN DIPLOMATIC HISTORY. II. 3 cr. A study of diplomatic and foreign relations from 1900 which led to the present position of the United States in world affairs. A special accent will be placed upon our relations with Russia, England, Japan and Germany.
224. RECENT AMERICAN HISTORY. I. 3 cr. A study of the development of the United States as an economic and military power since 1900.
230. MEDIEVAL CIVILIZATION. 3 cr. A study of events and institutions from the fall of the Roman Empire until the eve of the Reformation, 1500. The course will be divided into two parts: Early Middle Ages and High Middle Ages. The first will show the influence of the Church and the latter half the transition to secularism. Among the other things emphasized will be feudalism, the invasions, the crusades, and the formation of modern states.
231. RENAISSANCE. I. 3 cr. The three principal points will be the Early Renaissance, High Renaissance, and the Expansion of the Renaissance. The study will begin with the birth of humanism and terminate with the secularization of society in its institutions, politics, arts, and religion.
232. REFORMATION. II. 3 cr. This study will include the formation of the non-Catholic denominations and the reform measures taken by the Roman Catholic Church. The causes, principals, development, and effects of the movement will be emphasized.
235. GREAT IDEAS IN EUROPEAN CIVILIZATION. I. 3 cr. An analysis of the origin and development of political, social and economic thought which has made the greatest impact on modern European civilization.
261. INTERNATIONAL ORGANIZATION. I. 3 cr. An evaluation of past and present political and ideological movements toward the organization of international co-operation on a world-wide basis. Studies of the League of Nations, the United Nations, the regional organizations, and the international administrative and welfare agencies.
264. COMPARATIVE GOVERNMENT. I. 3 cr. Comparative analysis of the principal features of government and politics of Great Britain, France, West Germany and Soviet Russia with special emphasis on the development and present trends influenced by the interaction among social, economic, cultural, and ideological factors and government.
265. MODERN POLITICAL THOUGHT. I. 3 cr. A study in the history of political ideas. This course will examine the political theories of the leading political philosophers from the Middle Ages to the present.
309. AMERICAN ECONOMIC HISTORY. I. 3 cr. (Offered 1963-64 and alternate years in the department of economics.)
391. HISTORIOGRAPHY. I. 3 cr. (Recommended for all history majors who contemplate graduate study.)

392. SEMINAR IN LOCAL HISTORY. I. 3 cr. A program to give advanced students some familiarity with historical method and research. (Required of all history majors.)

DEPARTMENT OF MATHEMATICS

Fathers Nirschl, Tremel (Chmn.), Wieber; Messrs. Berner, Butler, Watermolen.

Since mathematics is a cultural and technical field of study, the courses listed below have been arranged with the following objectives in mind:

1. To give the student an introduction to mathematics as an important product of the human mind.
2. To educate professional mathematicians.
3. To provide the necessary mathematical background for students of experimental science, education, economics, business administration, engineering.

There are no mathematical requirements which apply to all students.

The major in mathematics shall consist of at least 6 courses numbered above 144 and must include Mathematics 210, Mathematics 250, and Mathematics 355. Pre-graduate majors must usually offer Mathematics 303, Mathematics 306, Mathematics 373, and Mathematics 376 for graduation and recommendation to graduate school.

Transfer students who wish to major in mathematics must satisfy requirements similar to those stated above and must earn satisfactory credit in at least three courses numbered above 144 at St. Norbert College.

The course symbol for mathematics is Mt.

102. **ADVANCED ALGEBRA. I, II, III.** Annually. 3 cr. Fundamental operations of algebra; linear and quadratic equations; exponents; logarithms; variation; progressions; binomial theorem.

103. **PLANE TRIGONOMETRY. I, II, III.** Annually. 3 cr. Trigonometric functions; solution of triangles; graphs; equations. Emphasis is placed on analytic aspects. Prerequisite: advanced algebra in high school or Mathematics 102.

108. **STRUCTURE OF ARITHMETIC AND ALGEBRA. I.** Annually. 3 cr. Number systems; abacuses; finger reckoning; sets; number scales; prime, composite, negative, irrational numbers; fractions; powers; roots; weights; measures.

115. **FOUNDATIONS OF MATHEMATICS. I, II, III.** Annually. 4 cr. Basic concepts of logic and set theory; algebraic operations; functions; limits; analytical trigonometry. Required of all freshmen intending to major in mathematics, unless judged ready for Mathematics 141. Prerequisite: 2 years of high school algebra, plane geometry, and trigonometry.

130. **PLANE SURVEYING. III.** Annually. 3 cr. Prerequisite: Mathematics 115 and Mathematics 131.

131. **ANALYTIC GEOMETRY AND CALCULUS. II.** Annually. 4 cr. Ordinates and lines; variables; functions; limits; differentiation; integration; differentiation of algebraic functions; equations of second degree; differentiation of transcendental functions. Prerequisite: Mathematics 115.

PROGRAMS OF STUDY

132. ANALYTIC GEOMETRY AND CALCULUS. III. Annually. 4 cr. Continuation of Mathematics 131; parametric equations; curvature; polar coordinates; indeterminate forms; curve tracing; integration formulas and procedures.
133. ANALYTIC GEOMETRY AND CALCULUS. I. Annually. 4 cr. Continuation of Mathematics 132; infinite series; expansion of functions; hyperbolic functions; solid analytic geometry; partial differentiation; multiple integrals; differential equations; vector analysis.
141. ANALYTIC GEOMETRY AND CALCULUS. I. Annually. 3 cr. For those whose high school background is judged adequate. Essentially the same content as Mathematics 131-133. Prerequisite: 4 years of college preparatory mathematics in high school.
142. ANALYTIC GEOMETRY AND CALCULUS. II. Annually. 3 cr. Continuation of Mathematics 141.
143. ANALYTIC GEOMETRY AND CALCULUS. III. Annually. 3 cr. Continuation of Mathematics 142.
144. ANALYTICAL GEOMETRY AND CALCULUS. I. Annually. 3 cr. Continuation of Mathematics 143.
210. DIFFERENTIAL EQUATIONS. II. Annually. 3 cr. A first course in differential equations; methods of solution of equations of various types. Required of all majors in mathematics. Prerequisite: Mathematics 133 or Mathematics 144.
250. ADVANCED FOUNDATIONS OF MATHEMATICS. III. Annually. 3 cr. Sets and relations; logic; axiomatic theories; boolean algebras. The intention of this course is to bridge between the undergraduate's conception of mathematics as a computational theory and the abstract nature of more advanced and more modern mathematics. Required of all majors in mathematics. Prerequisite: Mathematics 133 or Mathematics 144.
303. LINEAR ALGEBRA. I. Bi-annually. 3 cr. Introduction to linear mathematical models and linear programming; vectors and vector operations; introduction to matrices and determinants; linear transformations and convex sets; characteristic value problems and quadratic forms. Prerequisite: Mathematics 133 or Mathematics 144.
306. ABSTRACT ALGEBRA. I. Bi-annually. 3 cr. Groups; rings; fields; properties of the integers, rational, real and complex numbers; polynomials. Prerequisite: Mathematics 250 or consent of instructor.
321. PROBABILITY AND STATISTICS. II. Bi-annually. 3 cr. Algebra of probabilities; empirical and theoretical frequency distributions of one variable and two variables; elementary sampling theory; binomial, Poisson, normal distributions. Prerequisite: Mathematics 250.
322. PROBABILITY AND STATISTICS. III. Bi-annually. 3 cr. Continuation of Mathematics 321. Chi-square, t and F distributions; correlation and regression; statistical tests and decision functions; small sample distributions; statistical design in experiments.
350. MODERN GEOMETRY. I. Bi-annually. 3 cr. Historical development of the modern view; sets and propositions; postulational systems; coordinates in an affine plane; coordinatizing projective planes; metric postulates for the euclidean plane; postulates for non-euclidean planes. Prerequisite: Mathematics 250.

355. INTRODUCTION TO TOPOLOGY. II. Annually. 3 cr. Properties of metric spaces; the equivalence of compactness, sequential compactness, the Bolzano-Weierstrass property, Dedekind property, on metric spaces. Required of all majors in mathematics. Prerequisite: Mathematics 250.
361. MECHANICS. I. Annually. 3 cr. Statics and dynamics of a particle and a rigid body. Prerequisite: Mathematics 133 or 144.
362. MECHANICS. II. Annually. 3 cr. Continuation of Mathematics 361. Prerequisite: Mathematics 361.
373. ADVANCED REAL CALCULUS. III. Bi-annually. 3 cr. Introduction to the theory of functions of a real variable; numbers and convergence; topology; limits, continuity, and differentiability; Riemann integral; sequences and series; functions of several real variables; integrals of functions of several real variables. Prerequisite: mathematics 250 and consent of instructor.
376. INTRODUCTION TO ANALYTIC FUNCTIONS. III. Bi-annually. 3 cr. Elementary functions of a complex variable; conformal mapping; complex integrals; calculus of residues. Prerequisite: Mathematics 250 and consent of instructor.
400. HISTORY OF MATHEMATICS. 3 cr. Prerequisite: Mathematics 250 and consent of instructor.

DRAWING

Mr. H. Ecker.

The course symbol for drawing is Dr.

101. ELEMENTS OF DRAWING. I. 3 cr. Working drawings, third angle projection and lettering. This is a laboratory course.
110. DESCRIPTIVE GEOMETRY. II. 3 cr. Fundamental theory of point, line and plane with application to solids. Generation and classification of lines and surfaces; tangent planes; sections, intersection and development. Prerequisite: Drawing 101, Mathematics 103.

DEPARTMENT OF MILITARY SCIENCE

Lieutenant Colonel Babler, Professor of Military Science (Chmn.); Major Rogers, Captains Hrcir, Johnson, and Portier.

This department is responsible for conducting the Reserve Officers Training Corps (ROTC) program. The general objective of the course of instruction is to produce junior officers who by their education, training, and inherent qualities are suitable for continued development as officers in the United States Army. The general military science course of instruction covers military fundamentals

PROGRAMS OF STUDY

common to all branches of the service. This basic military education, in conjunction with other college disciplines, develops individual character and attributes essential to an officer. Students completing the program are commissioned as 2d Lieutenants in the United States Army concurrent with the awarding of their bachelor degree.

Duration of the complete course is 4 years. The first two years (BASIC COURSE) are required for all physically qualified male students as a prerequisite for graduation. Students who have completed the basic course or received constructive credit therefore may apply and compete for admission into the ADVANCED COURSE. Criteria for selection include: demonstrated or potential leadership, academic grades, military grades, academic potential based upon examination and recommendations of their advisors, instructors and cadet officers. Students who are accepted enter into a contract with the Department of the Army and are deferred from military service until graduation. Students who successfully complete the advanced course and the college requirements for a bachelor degree. (military science advanced course credits are acceptable electives in the general requirements for graduation) are required to accept a commission as 2d lieutenant in the U. S. Army, if tendered, and to fulfill their military obligation under existing laws. Students may be deferred from active duty to complete graduate and professional studies. Advanced course students receive a cash allowance (currently ninety cents a day for a maximum of 595 days) to defray any expenses incurred in preparation for active military service.

Students having prior military service, high school ROTC, or who have participated in a military officers training program may apply to the chairman of the department of military science for constructive credit. Each application is evaluated on an individual basis.

Military science requirements for transfer students are:

- (1) Students who transfer with 29 or less acceptable credits will complete the two year basic course.
- (2) Students who transfer with more than 29 but less than 48 acceptable credits will complete the 2nd year basic course Military Science 201, 202, 203 and 204).
- (3) Students who transfer with 48 or more acceptable credits will not be required to take military science.
- (4) Transfer students desiring to enter the advanced course and earn a commission should consult the chairman of the department of military science.

The course symbol for military science is MS.

GENERAL MILITARY SCIENCE PROGRAM

1. BASIC COURSE, 1st YEAR. 2 cr.

101. ORGANIZATION AND INDIVIDUAL WEAPONS. 1 cr. A brief study of the military organization for national defense; the care, operation, functioning and firing of small arms. MS 104 is the laboratory for this course.

102. U. S. ARMY AND NATIONAL SECURITY. 1 cr. A study of the role and mission of the U. S. Army in carrying out national policies. MS 104 is the laboratory for this course.

104. LEADERSHIP, DRILL AND COMMAND LABORATORY (BASIC). The laboratory for the basic course, 1st year. Teaches leadership, drill experience, initiative and self-confidence, and provides information on military courtesies and customs.

2. BASIC COURSE, 2nd YEAR. 4 cr.

201. MAP AND AERIAL PHOTOGRAPH READING. 1 cr. A practical course on the use of maps and aerial photographs, including terrain evaluation and appreciation, military and topographic symbols, orientation and resection, and marginal information. MS 204 is the laboratory for this course.

202. INTRODUCTION TO BASIC TACTICS. 1 cr. An introduction to the principles and fundamentals of small unit operations, including organization, composition, mission and deployment of the rifle squad, patrols, and small infantry-tank teams. MS 204 is the laboratory for this course.

203. AMERICAN MILITARY HISTORY. 2 cr. A survey of American military history from the origin of the United States to the present with emphasis on the factors which led to the organizational, tactical, logistical, operational, strategic, social, and similar patterns found in the present day army. MS 204 is the laboratory for this course.

204. LEADERSHIP, DRILL AND COMMAND LABORATORY (INTERMEDIATE). The laboratory for the basic course, 2nd year. A continuation of MS 104. Provides an opportunity to gain leadership experience at the lower non-commissioned officer level such as assistant squad leader and squad leader.

3. ADVANCED COURSE, 1st YEAR. 5 cr.

301. LEADERSHIP. 1 cr. A study of the functional approach to leadership with emphasis on the actions and orders of the leader; and analysis of the effects of a leader's actions on his subordinates. MS 304 is the laboratory for this course.

302. MILITARY TEACHING AND BRANCHES OF THE ARMY. 2 cr. Educational psychology as pertains to the five stages of instructional technique, and importance of each; planning, preparing and presenting instruction; effective use of training aids; an orientation on the mission and role of the branches of the army. MS 304 is the laboratory for this course.

303. SMALL UNIT TACTICS. 2 cr. Principles and fundamentals of small unit tactics and their application above squad level, including offensive and defensive actions. Students are introduced to communication facilities and typical nets. MS 304 is the laboratory for this course.

304. LEADERSHIP, DRILL AND COMMAND LABORATORY (ADVANCED). The laboratory for the advanced course, 1st year. A continuation of MS 104 and 204. Students function as higher grade non-commissioned officers to further understand, develop and apply the principles of effective leadership and military teaching.

4. ADVANCED COURSE, 2nd YEAR. 5 cr.

401. ARMY ADMINISTRATION AND LOGISTICS. 2 cr. The basic concepts and fundamental knowledge of army administration and supply problems and procedures with emphasis at lower echelons. MS 404 is the laboratory for this course.

402. OPERATIONS AND MILITARY LAW. 2 cr. Staff organization, duties, functions, reports and orders. An introduction to fundamental concepts of military justice, including investigation, preparation, processing, trial, review and disposition of alleged offenses and offenders. MS 404 is the laboratory for this course.

PROGRAMS OF STUDY

403. ROLE OF UNITED STATES IN WORLD AFFAIRS. 1 cr. A specific analysis of the United States as to its economic power; war potential; and its inclination and aptitude for the conduct of war, as conditioned by size, location on earth's surface, and terrain, its rivers, harbors, agricultural and mineral resources and their development, water barriers, and climate; adequacy and control of communications and trade routes. A specific analysis, covering the materials listed above, will be presented by each student on one of the following; Soviet Union, Far East, Mediterranean and Middle East, and the Western Hemisphere. MS 404 is the laboratory for this course.

404. LEADERSHIP, DRILL AND COMMAND LABORATORY (STAFF AND COMMAND). The laboratory for the advanced course, 2nd year. A continuation of MS 104, 204 and 304. Students perform the duties of commissioned officers at brigade, battalion, company and platoon level; they assume full responsibility for the operation, conduct, control and activities of the student cadet brigade.

DEPARTMENT OF MODERN FOREIGN LANGUAGES

Fathers De Peaux, Vande Castle, Jolicoeur (Chmn.); Mrs. Calnin, Messrs. Calnin, Gutierrez.

The aim of the modern foreign language department is to give:

1. A basic knowledge of the various languages offered.
2. Oral skill in these languages.
3. A knowledge of the great literature in these languages.
4. An appreciation of the culture and civilization of the peoples represented by these languages.
5. The preparation required for language majors to do graduate work in a foreign language or to teach it, also to provide courses necessary for a teaching minor in a language.

All candidates for a bachelor of arts degree at St. Norbert College must demonstrate a reading fluency in a foreign language.

A foreign language major is offered in Spanish and French. German is not at present a major subject. For a major in Spanish or French, 21 credits are required from courses in the 300 or 400 group. A student must have an overall grade point average of 2.50 or better to qualify for admission to a major foreign language program.

A teaching minor in a foreign language shall consist of a total of 22 credits in that language.

FRENCH

The course symbol for French is Fr.

101. ELEMENTARY FRENCH. 3 cr. For students without previous training in the language. An intensive drill in the aural-oral method with laboratory drills as part of the lesson in grammar, pronunciation, and conversation.

102. ELEMENTARY FRENCH. 3 cr. Continuation of 101. Prerequisite: French 101.

103. ELEMENTARY FRENCH. 3 cr. Continuation of 102. Prerequisite: French 102.

MODERN FOREIGN LANGUAGES

201. INTERMEDIATE FRENCH. 3 cr. A thorough review of French grammar, composition, reading and translation of modern texts, but done in conversational French. Prerequisite: 103, or two years of high school.
202. INTERMEDIATE FRENCH. 4 cr. Continuation of 201. Prerequisite: French 201.
325. FRENCH CONVERSATION AND PHONETICS. 3 cr. Intensive drill on pronunciation coupled with abundant exercises to develop facility in oral expression. Prerequisite: French 202.
329. CLASSICISM. 3 cr. A study of the movement and masterpieces of Corneille, Moliere, Racine, La Fontaine. Prerequisite: 202.
331. GENERAL SURVEY OF FRENCH LITERATURE. 3 cr. A study of the principal writers from the middle ages to the end of the 18th century. Prerequisite: French 202.
332. GENERAL SURVEY OF FRENCH LITERATURE. 3 cr. A study of the principal writers of the 19th and 20th centuries.
340. MODERN FRENCH THEATRE. 3 cr. Intensive study of the works and ideas of such modern authors as Giraudoux, Anouilh, Montherlant, Sartre, Claudel. Prerequisite: French 202.
350. MODERN FRENCH NOVEL. 3 cr. A study of the French novel from its beginning to the present, with emphasis on the 20th century. Prerequisite: French 202.
375. FRENCH CIVILIZATION. 3 cr. A background of history, art and institutions as an aid to the understanding of the principal movements in French literature, and to appreciate the French people. Prerequisite: French 202.
390. ADVANCED GRAMMAR AND COMPOSITION. 3 cr. A thorough review of French grammar, idioms, with emphasis on translating English idioms into correct French. Drills in original French compositions. Prerequisite: French 202.

GERMAN

The course symbol for German is Gr.

101. ELEMENTARY GERMAN. 3 cr. A careful drill in pronunciation and grammar, with written exercises, reading, dictation and conversational drills. No previous training required.
102. ELEMENTARY GERMAN. 3 cr. Continuation of 101. Prerequisite: German 101.
103. ELEMENTARY GERMAN. 3 cr. Continuation of 102. Prerequisite: German 102.
201. INTERMEDIATE GERMAN. 3 cr. A thorough review of grammar, composition reading and conversational discussions of selected texts. Prerequisite: German 103 or two years of high school German approved after placement examination.
202. INTERMEDIATE GERMAN. 4 cr. Continuation of German 201. Prerequisite: German 201.
325. GERMAN CONVERSATION. 3 cr. Intensive oral work to develop oral facility. Prerequisite: German 202.
326. GERMAN CONVERSATION. 3 cr. Advanced work in conversation. Prerequisite: German 325.

PROGRAMS OF STUDY

SPANISH

The course symbol for Spanish is Spn.

101. ELEMENTARY SPANISH. 3 cr. A careful drill in pronunciation and grammar, with dictation and conversation in Spanish. No previous training in the language required.
102. ELEMENTARY SPANISH. 3 cr. Continuation of 101. Prerequisite: Spanish 101.
103. ELEMENTARY SPANISH. 3 cr. Continuation of 102. Prerequisite: Spanish 102.
201. INTERMEDIATE SPANISH. 3 cr. A review of Spanish grammar, idioms, reading and interpretation of modern texts, with emphasis on conversation. Prerequisite 103 or two years high school approved by placement exam.
202. INTERMEDIATE SPANISH. 4 cr. Continuation of 201. Prerequisite: Spanish 201.
321. ELEMENTARY SURVEY OF SPANISH LITERATURE. 3 cr. Prerequisite: Spanish 202.
325. CONVERSATION, COMPOSITION AND GRAMMAR REVIEW. 3 cr. Prerequisite: Spanish 202.
329. GOLDEN AGE OF SPANISH LITERATURE. Study of the masterpieces of the 15th, 16th, and 17th centuries. Prerequisite: Spanish 202.
340. SPANISH LITERATURE OF THE XVIII AND XIX CENTURIES. 3 cr. Prerequisite: Spanish 202.
350. SPANISH CONTEMPORARY LITERATURE. 3 cr. The "generation of 98" and post war literature. Prerequisite: Spanish 202.
360. GENERAL SURVEY OF SPANISH LITERATURE, PROSE. 3 cr. Prerequisite: Spanish 202.
361. GENERAL SURVEY OF SPANISH LITERATURE, DRAMA AND POETRY. 3 cr. Prerequisite: Spanish 202.
375. ADVANCED CONVERSATION, COMPOSITION. 3 cr. Prerequisite: Spanish 325 or consent of the instructor. Conducted in Spanish.
380. SPANISH AMERICAN NOVEL. 3 cr. A study of the principal examples in this field of literature. Prerequisite: Spanish 202.

DEPARTMENT OF MUSIC

Fathers Olson, Sromovsky; Messrs. Birder, Cohen, Ecker (Chmn.), Mattern, Reed; Lecturers: Mr. Holter, Mrs. Jerry, Miss Meusel, Mr. Pickett, Mrs. Phelan.

The courses in the department of music have been arranged according to the following objectives:

The department of music seeks to provide the St. Norbert music student with a thorough music education. In addition, it is the aim of the department to encourage the music student to grow artistically and creatively beyond course requirements. The obligation of the music department to the rest of the student body is acknowledged and this responsibility toward the promotion of the sound

general education for all of the students is being met by a highly concentrated program of appreciation courses. Attendance at all musical events is requested of the students enrolled in any music course and it is the determined objective of the department to foster a climate of enthusiasm for all musical events in which the student body as a whole will share.

The program for the bachelor of music degree on page 35 is the required general education curriculum for students seeking the bachelor of music degree who entered St. Norbert College after September 1, 1963.

Students majoring in music will pursue either the combined vocal and instrumental major, the vocal major or the piano major within the music program, which leads to a bachelor of music degree.

All students majoring in music will follow a prescribed curriculum for the freshman year. Upon completion of the freshman year, they will be advised as to which major program they are best qualified to pursue.

FRESHMAN COURSES

I	II	III
Piano (101)	Piano (102)	Piano (103)
Voice (111)	Voice (112)	Voice (113)
Chorus (136)	Chorus (137)	Chorus (138)
Band (131)*	Band (132)*	Band (133)*
Intro. to Music (156)	Theory (161)	Theory (162)
English	English	History
Theology	Art	Theology

*Not required of piano and vocal majors.

SOPHOMORE COURSES

Combined Major

I	II	III
Piano (201)	Piano (202)	Piano (203)
Chorus (236)	Chorus (237)	Chorus (238)
Band (231)	Band (232)	Band (233)
Theory (261)	Theory (262)	Theory (263)
Choral Methods (248)	Choral Methods (249)	String Methods (247)
Theology	String Methods (246)	Intro. to Education
Literature	Literature	

Piano or Voice Major

I	II	III
Piano (201)	Piano (202)	Piano (203)
Voice (211)	Voice (212)	Voice (213)
Chorus (236)	Chorus (237)	Chorus (238)
Theory (261)	Theory (262)	Theory (263)
Choral Methods (248)	Choral Methods (249)	Language
Language	Language	Ed. Psych.
Theology	Intro. to Education	

JUNIOR COURSES

Combined Major

<p>I</p> <p>Woodwinds (121) Counterpoint (361) Conducting (350) Woodwind Methods (242) Chorus (336) Band (331) Philosophy Speech</p>	<p>II</p> <p>Woodwinds (122) Counterpoint (362) Conducting (351) Woodwind Methods (243) Chorus (337) Band (332) Brass and Perc. Methods (244) Hist. of Vocal Mu. (385) Philosophy</p>
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<p>III</p> <p>Woodwinds (123) Form (370) History of Chamber Music (381) or History of Keyboard Music (387) Brass and Perc. Methods (245) Chorus (338) Band (333) Mu. in El. Grades</p>

Piano or Voice Major

<p>I</p> <p>Piano (304) or Voice (311) Counterpoint (361) Conducting (350) Chorus (336) Philosophy Language</p>	<p>II</p> <p>Piano (305) or Voice (312) Counterpoint (362) Conducting (351) Hist. of Vocal Music (385) Chorus (337) Philosophy Literature</p>
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<p>III</p> <p>Piano (306) or Voice (313) Form (370) History of Keyboard Music (387) Chorus (338) Mu. in El. Grades Literature</p>
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1. Vocal majors must receive these credits in a 2nd language. Piano majors will take these credits in the same language that they took in their sophomore year.
2. Voice and piano majors will be required to take a total of 12 terms of voice and piano respectively.
3. A proficiency test will be required to enter advanced voice and piano.

SENIOR COURSES

Combined Major

<p>I</p> <p>Brass (126) Orchestration (466) Chorus (436) Band (431) Mu. in Jr. and Sr. high school Ed. Psych. Philosophy</p>	<p>II</p> <p>Brass (127) History of Symphonic Music (389) Chorus (437) Band (432) Theology Science</p>
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<p>III</p> <p>Brass (128) Chorus (438) Band (433) Practice Teaching Science</p>
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Piano or Voice Major

<p>I</p> <p>Piano (404) or Voice (411) Orchestration (466) Chorus (436) Mu. in Jr. and Sr. high school Philosophy Speech</p>	<p>II</p> <p>Piano (405) or Voice (412) Chorus (437) Practice Teaching Science</p>
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<p>III</p> <p>Piano (406) or Voice (413) Sr. Recital (407) or (414) Chorus (438) History of Chamber Music (381) Theology Science</p>

FEES

All individual applied lessons for music majors will require a fee of \$30.00 per term for one half-hour lesson. A term fee of \$7.00 will be charged for the use of piano or organ for a period of two hours of practice per day.

The course symbol for music is Mu.

101, 102, 103. PIANO. I, II, and III. 2 cr./3 terms. Individual instruction in piano according to the needs of the student.

104, 105, 106. CLASS PIANO. I, II, and III. 2 cr./3 term. Class instruction in beginning piano, with special emphasis on group reading of simple piano scores.

111, 112, 113. VOICE. I, II, and III. 2 cr./3 terms. (Also: Music 211, 212, 213) Individual instruction in voice according to the needs of the student.

116, 117, 118. ORGAN. I, II, and III. 2 cr./3 terms. (Also: Music 216, 217, 218) Individual instruction in organ according to the needs of the student. Prerequisite: Music 203 or its equivalent.

121, 122, 123. WOODWINDS. I, II, and III. 2 cr./3 terms. (Also: 211, 222, 223) Individual instruction in flute, oboe, clarinet, saxophone or bassoon according to the needs of the student.

126, 127, 128. BRASS. I, II, and III. 2 cr./3 terms. (Also: 226, 227, 228) Individual instruction in trumpet, trombone, French horn, baritone, or tuba according to the needs of the student.

131, 132, 133. BAND. I, II, and III. 1 cr. (Also: 231, 232, 233, 331, 332, 333, 431, 432, 433.) Open to all students with the consent of the instructor. The band presents concerts on campus and performs for many of the school athletic events. Band members are eligible to play with other musical groups of the department.

136, 137, 138. CHORUS. I, II, and III. 1 cr. (Also: 236, 237, 238, 336, 337, 338, 436, 437, 438.) Open to all students with the consent of the instructor. The chorus presents choral concerts on campus and performs in the major productions of the music department, such as operas and musicals.

155. MUSIC FUNDAMENTALS. II. 2 cr. For the non-music major: a study of the basic principles of notation, clefs, scale structure, key signatures, and sight singing.

156. INTRODUCTION TO MUSIC. I. 3 cr. For the music major only: a study of the basic principles of notation, clefs, scale structure, key signatures, and sight singing, in addition to a survey of the development of music, stressing the elements of musical understanding and the study of representative composers.

161. MUSIC THEORY. II. 3 cr. An integrated course in theory including ear training, sight singing, keyboard harmony, harmonization of melodies, figured basses, analysis, and original writing of eight measure phrases; dictation and sight singing by letter and syllable in the treble and bass clefs, enabling the student to think in tones and to sing, name, play, and write what he hears; study of simple rhythms, and tonal relationships, including scales, intervals, triads and the voice leading over simple bass movements. Prerequisite: Music 155.

PROGRAMS OF STUDY

162. MUSIC THEORY. III. 3 cr. Continuation of 161. Part writing, ear training, and keyboard harmony correlated with the style of the eighteenth century; harmonization of figured basses and melodies, using triads and their inversions.

176. HISTORY AND APPRECIATION OF MUSIC. I, II, and III. 3 cr. For the non-music major only: a survey of the development of music, stressing the elements of musical understanding and the study of representative composers.

201, 202, 203. SECONDARY PIANO. I, II, III. 2 cr./3 terms. (Also: 301, 302, 303, 401, 402, 403.) Following Music 103 or 106, three terms of secondary piano are required of all music majors who are not piano majors, at the end of which time the students must pass a proficiency examination. This will include: 1. All major and diminished seventh arpeggios—four octaves. 2. A two part invention by Bach. 3. One movement from a sonata by Haydn, Mozart, or Beethoven. 4. Sight readings of moderate difficulty. 5. Any piano composition at least three pages in length. The entire exam must be memorized. If the student is unable to pass this examination in the allotted time, he will be required to take secondary piano until he does pass the proficiency examination.

242, 243. WOODWIND METHODS. I, II. 1 cr. The student should acquire a basic playing ability of woodwind instruments. However, emphasis is placed on the methods of teaching the instruments. The course includes analysis of standard, up-to-date elementary texts.

244, 245. BRASS AND PERCUSSION METHODS. II, III. 1 cr. The student should acquire a basic playing ability of brass instruments. However, emphasis is placed on the methods of teaching the instruments. The course includes analysis of standard, up-to-date elementary texts.

246, 247. STRING METHODS. II, III. 1 cr. The student should acquire basic playing ability of string instruments. However, emphasis is placed on the methods of teaching the instruments. The course includes analysis of standard, up-to-date elementary texts.

248, 249. CHORAL METHODS. I, II. 1 cr. Fundamentals of the pedagogy of voice, the selections of music for choral study and practice, and the organization and administration of choral organizations.

261. MUSIC THEORY. I. 3 cr. Continuation of Music 162, adding the use of nonchord tones and seventh chords.

262. MUSIC THEORY. II. 3 cr. Continuation of Music 261, adding the inversions of seventh chords and altered chords, and the introduction of the contrapuntal technique of the 18th century, correlated with the harmonic practices of the period.

263. MUSIC THEORY. III. 3 cr. Continuation of Music 262. Part writing, ear training and keyboard harmony correlated with the nineteenth and twentieth centuries; use of chromaticism, impressionism, chords of the fourth and fifth, "mystic chord," tone row, mirror techniques, etc.; the study of materials of late Romanticism through Contemporary times.

280, 281. GREGORIAN CHANT. I, II. 2 cr. The theory and practice of the ancient liturgical music of the Church.

304, 305, 306. ADVANCED PIANO. I, II, III. 4 cr./3 term. Individual instruction in piano for piano majors. Twenty hours a week of practice is required. Prerequisite: completion of proficiency examination.

- 311, 312, 313. **ADVANCED VOICE. I, II, III.** 4 cr./3 terms. Individual instruction in voice for voice majors. Prerequisite: completion of proficiency examination.
- 339, 340, 341. **VOCAL ENSEMBLE. I, II, III.** 2 cr. (Also: 439, 440, 441.) Enrollment in this course is subject to audition and is limited to students with junior or senior standing. Students enrolled will automatically be members of the St. Norbert College Chamber Singers and will be engaged in a detailed analysis of all music performed by this group.
- 350, 351. **CONDUCTING. I, II.** 1 cr. A study of music terminology, score reading, basic baton technique, and rehearsal procedures.
361. **SIXTEENTH CENTURY COUNTERPOINT. I.** 2 cr. A study of the polyphonic writing of Palestrina and his contemporaries.
362. **EIGHTEENTH CENTURY COUNTERPOINT. II.** 2 cr. A study of two-part, three-part, and four-part contrapuntal writing in the style of Bach, analysis and original writing in this style.
370. **FORM AND ANALYSIS. III.** 2 cr. A study of the various forms and of the structural harmonic principles in representative compositions of the masters of the classical period. Prerequisite: Music 362.
385. **HISTORY OF VOCAL MUSIC. II.** 2 cr. A study of the evolution of various vocal media.
387. **HISTORY OF KEYBOARD MUSIC. III.** 2 cr. A study of the evolution of various keyboard media.
389. **HISTORY OF SYMPHONIC MUSIC. II.** 2 cr. A study of the evolution of various symphonic media.
391. **HISTORY OF CHAMBER MUSIC. III.** 2 cr. A study of the evolution of various chamber music media.
- 404, 405, 406. **ADVANCED PIANO. I, II, III.** 2 cr. Continuation of Music 306, with the addition of seminars in piano pedagogy (discussing the evolution and values of technical studies and teaching materials) and piano surveying the growth of piano literature.
407. **SENIOR PIANO RECITAL. I, II, III.** 1 cr. A full recital to be prepared by piano majors and presented in public, as the final requirement for their degree.
- 411, 412, 413. **ADVANCED VOICE. I, II, III.** 2 cr. Continuation of Music 313.
414. **SENIOR VOICE RECITAL. I, II, III.** 1 cr. A full recital to be prepared by voice majors and presented in public, as the final requirement for their degree.
424. **SENIOR INSTRUMENTAL RECITAL. I, II, III.** 1 cr. A full recital to be prepared by instrumental majors and presented in public, as the final requirement for their degree.
450. **ADVANCED CONDUCTING. III.** 2 cr. Continuation of Music 251. More advanced baton technique; detailed analysis of selected score for band, orchestra, chorus, and program building. Practice in conducting is afforded the student in regular band and chorus rehearsals.
461. **ADVANCED COUNTERPOINT. I, III.** 2 cr. A continuation of Music 362 through the more complex contrapuntal techniques.

PROGRAMS OF STUDY

462. FUGUE. I, II. 2 cr. An intensive study of the larger scale fugue through analysis of selected composition in this form is found in the writing of Bach through contemporary examples. Prerequisite: Music 362.

466. ORCHESTRATION. I. 2 cr. A study of the tonal characteristics, range and transposition of the instruments of the band and orchestra; practice in writing for these groups, score reading and listening.

467. ORCHESTRATION. II. 2 cr. Continuation of Music 466.

471. COMPOSITION. I, II. 1 cr. After a thorough knowledge of traditional harmony, counterpoint, form and orchestration has been acquired by the student he is encouraged to begin the development of his own style through writing for solo instruments, solo voice, and small combinations in the minor forms.

472. COMPOSITION. I, II. A continuation of Music 471, however, concentrating on original composition in the larger forms.

For courses in methods of elementary education and secondary school music, consult the department of education.

DEPARTMENT OF PHILOSOPHY

Father Conway; Messrs. O'Callaghan, Phelan, Regan (Chmn.).

Philosophy is studied at St. Norbert College because of its intrinsic value—as a basic perfecting of the human intellect, and because of its unique contribution to orientating and evaluating the humanities, the sciences and theology.

Inquiry in the most fundamental areas of human existence—the ultimate meaning of life, of man, of God, of knowledge, of love, and study of the greatest efforts of human wisdom to penetrate these areas awakens humility before the mystery of being, challenges “the unexamined life,” creates respect for the various distinct ways of knowing and gratitude for the inestimable gift of divine revelation.

The courses are divided into systematic and historical. The systematic investigate the core problems of reality and the evidence concerning them in the spirit of St. Thomas Aquinas, who has not said the last word or the only worthwhile word on these problems, but remains nevertheless a guide *par excellence*. In the historical courses, the student is introduced to the major contributions of the classical ancient, medieval, modern and contemporary philosophers.

All students are required to take at least nine credits in philosophy. Those who intend to study law, intellectual history, or philosophy on the graduate level, or those who simply want an apt approach to a liberal arts education are encouraged to major in philosophy.

THE MAJOR: Candidates for the major must satisfy a minimum of 36 credits within the department and successfully complete the comprehensive examination.

A grade of “D” in any departmental course does not allow its application toward the 36 credit requirement.

A grade point average of 2.50 for the departmental courses is required before the candidate may take the comprehensive examination.

If a student does not qualify by the end of the first term, senior year, he will be dropped from the philosophy major program.

A transfer student wishing to major in the department must complete at least two terms at St. Norbert and three-course offerings within the department.

The course symbol for philosophy is PL.

Required of all students (and in the following sequence):

311. METAPHYSICS I. 3 cr. An introduction to the philosophic analysis of reality considered precisely as that which exists, and of the meaning and causes of existence.

314. PHILOSOPHY OF MAN. 3 cr. Philosophic analysis of the activities, characteristics, and powers of man, and of the nature of man revealed therein. Prerequisite: Philosophy 311.

450. ETHICS. 3 cr. Philosophic inquiry into the moral order—the order of human acts as means to man's ultimate end. Prerequisites: Philosophy 311 and Philosophy 314.

Recommended to non-majors as supplementary to the above:

203. INTRODUCTION TO PHILOSOPHY. 3 cr. An encounter with the first efforts of western man to philosophize—the probing by the ancient Greeks of the problems of change and of logic.

402. MODERN PROBLEMS. 3 cr. A confrontation with some of the most important modern and contemporary philosophical positions—e.g., Kantianism, Marxism, Existentialism, Positivism. Prerequisites: Philosophy 311, 314, 450.

Required of philosophy majors (and in the following sequence):

110. ANCIENT. 3 cr. History of philosophy from the beginnings in 6th century B.C. Greece to St. Augustine.

211. PHILOSOPHY OF NATURE. 3 cr. An introduction to the philosophic analysis of the nature of material reality.

212. LOGIC. 3 cr. The study of reason as a tool of critical thinking, and of the conditions necessary for valid reasoning.

213. MEDIEVAL. 3 cr. History of philosophy from St. Augustine through Ockham.

311. METAPHYSICS I. 3 cr. See description above.

313. MODERN I. 3 cr. History of philosophy from Renaissance through Kant.

314. PHILOSOPHY OF MAN. 3 cr. See description above.

323. EPISTEMOLOGY. 3 cr. Investigates the nature of the relationship between knowledge and reality, and the conditions of authentic knowing.

413. MODERN II. 3 cr. Nineteenth century philosophy.

423. CONTEMPORARY. 3 cr. Twentieth century philosophy.

PROGRAMS OF STUDY

441. METAPHYSICS II. 3 cr. Natural theology—the philosophic investigation of the uncaused reality as the first principle of all other reality.

450. ETHICS. 3 cr. See description above.

Electives:

460. PHILOSOPHY OF COMMUNISM. 3 cr. A study of the Marxist theory of reality, man, history, the state, religion, etc. (May be substituted for Philosophy 413.)

470. PHILOSOPHY OF SCIENCE. 3 cr. An examination of the various classical and contemporary theories on the nature of scientific knowing. (May be substituted for Philosophy 413.)

480. DIRECTED READINGS. 1 cr. With permission of department chairman, honor students may substitute 3 credits in directed readings for one of the required courses in history of philosophy.

DEPARTMENT OF PHYSICAL EDUCATION

Messrs. Kolstad, Kosnar, Nicks (Chmn.), Mrs. Lambert.

This field of study is organized for the following purposes:

1. To provide students the opportunity to become qualified teachers of physical education in secondary schools. The program is organized to meet the basic required competencies as set forth by the Wisconsin Association for Health, Physical Education and Recreation, and by the Wisconsin State Department of Public Instruction.

2. To provide the four semesters of physical education required of all women students, and of men not exempt by reason of R.O.T.C. or military service.

3. To give the courses in physical education which are needed by students preparing to teach in elementary schools.

4. To offer the required courses necessary to meet the Wisconsin State Department of Public Instruction Requirements for certification as a teacher of driver education.

FOR MINORS:

A minimum of 22 semester hours must be earned for a minor in physical education. In addition, a three-credit course in physiology is a requisite. The required courses are: Physical Education 110, 111, 113, 115, 200, 206, 215 and 420. The courses in methods and student teaching in physical education, both of which are required of physical education minors, are under the auspices of the department of education.

Physical education is not a major subject.

The course symbol for physical education is PE.

110. **PERSONAL AND COMMUNITY HEALTH.** 2 cr. A personal enrichment course which deals with the fundamental health problems of personal living in addition to community health and hygiene.
111. **INDIVIDUAL AND DUAL SPORTS.** 3 cr. A course in which the techniques of the following sports are studied and practiced: tennis, golf, archery, ice skating, skiing, swimming, horseshoe, bait casting, ping pong, handball, etc. The course consists of two hours of lecture and three hours of practical work per week. Prerequisite: freshman standing.
113. **TEAM SPORTS.** 3 cr. A course in the study and practice of such games as volleyball, speedball, touch football, basketball, softball, etc., and lead-up games. The course consists of two hours of lecture and three hours of practical work per week. Prerequisite: Physical Education 111.
115. **PRINCIPLES OF PHYSICAL EDUCATION.** 2 cr. A theory course which explains the underlying principles of the physical education program. The background and history of the physical education movement are studied in addition to modern principles and objectives.
200. **RHYTHMIC ACTIVITIES.** SS. and II. 2 cr. A course which teaches rhythm fundamentals, basic dance steps, folk, square and social dancing. Four hours per week. Prerequisite: Physical Education 111 and 113.
206. **GYMNASTICS.** II. 2 cr. A course which teaches the techniques of tumbling, apparatus work, and other selftesting stunts and activities. Also included are fundamentals, calisthenics and testing procedures.
207. **ELEMENTARY PHYSICAL EDUCATION, PRACTICE AND THEORY.** SS. and I. 3 cr. Practice and techniques of elementary physical education including basic skills, basic rhythms, games of low organization, and team sport skills.
211. **A STUDY OF PHYSICAL EDUCATION CURRICULUM FOR ELEMENTARY SCHOOLS.** SS. and II. 3 cr. Planning the total program with consideration of seasonal activities, facilities, and levels of abilities. Prerequisite: Physical Education 115 or 207.
215. **FIRST AID AND ACCIDENT PREVENTION.** I. 2 cr. How to administer first aid in an emergency. Some time is spent on the scientific taping of athletic injuries, the prevention of accidents in and around the school building, on the athletic field, and in the gymnasium.
308. **COMMUNITY RECREATIONS.** SS. I. or II. 2 cr. The history of the recreation and playground movement in the United States. The modern recreation program with emphasis upon playgrounds, social centers, boys clubs, etc. Prerequisite: junior standing.
310. **ORGANIZATION AND ADMINISTRATION OF THE PHYSICAL EDUCATION PROGRAM IN THE SECONDARY SCHOOL.** II. 3 cr. Concentration upon the organization and administrative problems in the physical education program in the secondary schools. Discussions of the duties of the staff, the arrangement of lockers, and towel systems, financing of the school's physical education program, and other vital problems. Prerequisite: Physical Education 115 or 207.
312. **SAFETY EDUCATION.** II. 2 cr. A comprehensive general program of safety and driver education.

PROGRAMS OF STUDY

313. HEALTH AND SAFETY IN ELEMENTARY SCHOOLS. SS. and I. 2 cr. Methods and materials necessary to conduct health and safety programs in the elementary school. Prerequisite: Physical Education 115.

403. PROBLEMS AND MATERIALS IN DRIVER EDUCATION. 3 cr.

404. THEORY AND PRACTICE OF FOOTBALL AND BASKETBALL. I. 3 cr. The first half is spent in the discussion of football rules, the various offenses and defenses, and the theory of defenses, and the theory of coaching a football team. The second half is spent in the discussion of basketball rules, the philosophy of the coaching profession, fundamentals of offense and defense, and the theory of coaching a basketball team. Prerequisite: Physical Education 111 and 113.

406. THEORY AND PRACTICE OF TRACK AND BASEBALL. II. 3 cr. The first half is spent in the discussion and practice of track fundamentals, the arrangements of track events and how to conduct a track meet, etc. The second half is spent in the discussion of baseball, history of the sport, rules strategy, how to teach the game, etc. Prerequisite: Physical Education 111 and 113.

420. SPECIAL ACTIVITY REQUIREMENT. I and II. To complete successfully a minor in physical education a student must participate as an assistant director in an intramural activity. This will include the organization of the activity, scheduling of games, arrangement for officials and the keeping of records. No credit is given for this course. It will be assigned by the head of the physical education department. Prerequisite: junior standing.

DEPARTMENT OF PHYSICS

Father Schalk, Dr. Lang (Chmn.).

The primary objective of the major program is to present a rigorous training in the study of Physics. Completion of the major requirements will provide for students desiring to enter an industrial or educational profession. Additional courses in physics are offered for those students electing to enter graduate training upon completion of the undergraduate program.

A secondary objective of the physics curriculum is to provide courses of interest to students in the allied sciences.

A cumulative grade point average of 2.75 is required for students desiring to major in physics. A grade less than "C" in a required major subject is not acceptable. A comprehensive examination in physics must be passed in the senior year of the program.

The major in physics shall consist of 34 credits, including courses 102, 103, 233, 301, 312, 321, 322, 441 and 442. The following courses in mathematics are required for the physics major: 115, 131, 132, 133, 303 and 210. Also required are two courses in chemistry, Chemistry 105 and 106.

The course symbol for physics is Py.

102. GENERAL PHYSICS I. 5 cr. A first course in college physics treating mechanics, thermodynamics, and sound. Three lecture periods, four laboratory periods. Prerequisite: Mathematics 115.

103. GENERAL PHYSICS II. 5 cr. Continuation of Physics 102, treating electricity, magnetism, and light. Three lecture periods, four laboratory periods. Prerequisite: Physics 102.
203. CONTINUUM MECHANICS. 3 cr. An introduction to solid and fluid mechanics. Three lecture periods. Prerequisites: Physics 103, Mathematics 210.
233. THERMODYNAMICS I. 3 cr. Study of the first and second laws of thermodynamics, physical and chemical equilibria. Two lecture periods, two laboratory periods. Prerequisites: Physics 103, Mathematics 210.
301. MECHANICS. 3 cr. Study of particle mechanics. Three lecture periods. Prerequisites: Physics 103, Mathematics 103.
312. OPTICS. 3 cr. Treatment of propagation and emission of light, introduction to wave mechanics. Two lecture periods, two laboratory periods. Prerequisites: Physics 103, Mathematics 131.
321. ELECTRICITY AND MAGNETISM I. 3 cr. Electrostatic field theory. Two lecture periods, two laboratory periods. Prerequisites: Physics 103, Mathematics 103.
322. ELECTRICITY AND MAGNETISM II. 3 cr. Magnetism and alternating circuit analysis. Two lecture periods, two laboratory periods. Prerequisite: Physics 321.
331. THERMODYNAMICS II. 3 cr. Continuation of a study of the second law, an introduction to irreversible thermodynamics, and statistical mechanics. Three lecture periods. Prerequisite: Physics 233.
343. ATOMIC PHYSICS. 3 cr. Atomic nature of matter, atomic spectra, molecular structure. Three lecture periods. Prerequisites: Physics 103, Mathematics 210.
441. NUCLEAR PHYSICS. 3 cr. Basic nuclear concepts; nuclear reactions. Three lecture periods. Prerequisite: Physics 301.
442. QUANTUM MECHANICS. 3 cr. Introduction to quantum mechanics. Three lecture periods. Prerequisite: Physics 301.
452. INDEPENDENT STUDY. 3 cr. Open to seniors in the physics major.
453. INDEPENDENT STUDY. 3 cr. Open to seniors in the physics major.

DEPARTMENT OF PSYCHOLOGY

Father Dorff; Drs. Grib, Webb (Chmn.), Wilson; Lecturers: Drs. Caffrey and Wunsch.

The department of psychology offers a broad, yet thorough, undergraduate training in scientific psychology, and views specialized training as the goal of more advanced work. The department serves three functions:

1. To prepare students for graduate work in psychology.

PROGRAMS OF STUDY

2. To prepare adequately those who plan to enter professions in which a knowledge of psychology is required.

3. To offer electives to students who wish to broaden their knowledge of the nature and behavior of man.

THE MAJOR: A major in psychology shall consist of 35 credits. Required courses for the major shall include courses 200, 220, 350, 360, 420 and 430. A cumulative grade point average of 2.50 in the courses numbered under 300 must be obtained for admission to major status. Transfer students, if accepted as a major, must take at least 12 credits of advanced work in psychology in residence.

The course symbol for psychology is Ps.

100. **FRESHMAN SEMINAR IN PSYCHOLOGY.** 3 cr. Discussion of selected works in psychology, both historical and contemporary. Emphasis is placed upon independent inquiry and the development of a critical attitude.

200. **GENERAL PSYCHOLOGY.** 3 cr. Introduces the student to the scientific study of human behavior. Emphasis is given to empirical methods and to findings based on experimentation.

210. **ANALYSIS OF BEHAVIOR.** 3 cr. An introduction to experimental and theoretical analysis of animal and human behavior. The nature and function of theories are illustrated in the intensive study of several physical models of neural processes.

220. **PSYCHOLOGICAL STATISTICS.** 3 cr. Presentation of basic statistical concepts used in the analysis of psychological data; includes descriptive statistics, correlation, regression, binomial distribution and significance of differences. Prerequisites: advanced algebra.

240. **PSYCHOLOGY OF ADJUSTMENT.** 3 cr. A psychodynamic approach to the problems of human adjustment. Prerequisites: non major, sophomore standing.

300. **PSYCHOLOGICAL TESTING.** 3 cr. An introduction to the theory, problems, content and methods of psychological testing covering the principal intelligence, aptitude, ability and personality tests. Prerequisites: Psychology 200 and Psychology 220.

310. **SOCIAL PSYCHOLOGY.** 3 cr. The study of human interaction as a function of the social setting; includes social groups, attitudes, communication and social motivations. Prerequisite: Psychology 200.

320. **DESIGN OF EXPERIMENTS.** 3 cr. Factorial and Latin square designs in psychological experimentation and the analysis of variance. Prerequisite: Psychology 220.

330. **THEORIES OF PERSONALITY.** 3 cr. A study of the current theories of personality from Freud to the present day; an examination of contemporary issues and trends. Prerequisite: Psychology 200.

350. **EXPERIMENTAL PSYCHOLOGY: SENSATION AND PERCEPTION.** 4 cr. Lectures include an introduction to experimental methodology in the behavioral sciences, definition of variables, and statistical evaluation of results. Laboratory periods are devoted to experiments in sensation and perception. Prerequisites: Psychology 200 and Psychology 220.

360. **EXPERIMENTAL PSYCHOLOGY: LEARNING AND MOTIVATION.** 4 cr. Continuation of the study of experimental method but with focus on its application to the study of learning and motivation. Demonstrations and experiments are conducted in the animal laboratory. Prerequisite: Psychology 350.
370. **NEUROPSYCHOLOGY.** 3 cr. A study of the neurological correlates of behavior. A consideration of the central nervous system, the autonomic nervous system, and the ductless glands in their relations to psychological functions. Prerequisites: Biology 107 or Psychology 210.
380. **THEORIES OF LEARNING.** 3 cr. A course covering experimentation and theory on the nature of the learning process. The evolution of the current approach in research on human and animal learning is traced. Prerequisite: Psychology 200.
400. **DEVELOPMENTAL PSYCHOLOGY.** 3 cr. A study of the development of behavior with special attention to its relations to findings in comparative psychology and to theories of instinct; emphasis on research methods. Prerequisite: Psychology 200 or Psychology 210.
410. **ABNORMAL PSYCHOLOGY.** 3 cr. This course develops the view of psychological abnormality understood in the light of the biological, sociological and psychological factors involved. Prerequisite: Psychology 200.
420. **HISTORY OF PSYCHOLOGY.** 3 cr. A survey of the development of scientific psychology from its rise in the middle of the 19th century to the present day.
430. **CONTEMPORARY PSYCHOLOGICAL LITERATURE.** 3 cr. Consists of seminar discussion of articles on psychological theory and experimentation in current professional journals. Psychology major and senior standing.
440. **RESEARCH IN PSYCHOLOGY.** 3 cr. Qualified students may undertake psychological research projects under the direction of a department member. Prerequisite: Major status.

DEPARTMENT OF SOCIOLOGY

Father Brooks (Chmn.); Lecturers: Messrs. Arens, Navine.

The study of sociology acquaints the student with a body of scientific knowledge about human relationships. Unlike social philosophy, which studies what society "should be," sociology is concerned with what society "is," viz., how human beings interact with one another, the customs and traditions that result from social interaction, the institutions that crystallize about human interests and needs and the changes that occur in these institutions.

It might be noted that sociology is a cultural rather than a pragmatic discipline, providing the student with a knowledge "about things," but not with a skill "to do things." Thus, it is not to be confused with the field of social work, although some courses in sociology are required background for the social worker.

Familiarity with sociology enriches one's preparation for most occupations, especially the following: priesthood, teaching, social work, probation and parole work, law, journalism, and industrial and personnel relations.

The course symbol of sociology is Sc.

PROGRAMS OF STUDY

201. **INTRODUCTORY SOCIOLOGY.** 3 cr. Offered annually. Introduces the student to the basic concepts and methods of contemporary sociology. Designed to give a bird's eye view of society in its structure and functions. Emphasis upon the results of past and present empirical research. Prerequisite: sophomore standing.
202. **CONTEMPORARY SOCIAL PROBLEMS.** 3 cr. Offered annually. An introductory study of such selected contemporary problems as crime, population growth and decline, racial and ethnic tensions, religious conflicts, class and cast struggles, family disorganization and reorganization, etc. Prerequisite: sophomore standing and Sociology 201.
223. **MARRIAGE AND THE FAMILY.** 3 cr. Offers a sociological analysis of the nature of the family, the changing and continuing functions of the family, family disorganization, etc. A special emphasis upon the American Catholic family. Prerequisite: sophomore standing.
224. **SOCIOLOGY OF RELIGION.** 3 cr. (NOTE WELL: this is not a course in religion, but rather a sociological analysis of the relationship of religion to society.) Concerned with the relationship of religion to society from the age of Neanderthal to contemporary man. Analyzes the various sociological theories of religion; the relation of religion to morals, science and magic; religion and personality; religion and variation among societies; religion and economics; religion and social status; religion and political institutions; religion and social change. A special emphasis upon current research in parish sociology. Prerequisites: sophomore standing and Sociology 201.
235. **INDUSTRIAL SOCIOLOGY.** 3 cr. Sociological analysis of work groups and work relations; the role the worker plays in work groups; the social organization or work plant society. Prerequisite: sophomore standing.
236. **CRIMINOLOGY.** 3 cr. Analysis of the theories and research in the causes of criminal behavior; consideration of the theories and methods of punishment and treatment.
313. **GENERAL ANTHROPOLOGY.** 3 cr. An introductory course inquiring into the nature and scope of anthropology. Recommended to students majoring in philosophy.
336. **RACIAL AND CULTURAL MINORITIES.** 3 cr. An analysis of the causes and consequences of prejudice and discrimination. A review of the empirical research in the area of American minorities. Prerequisite: sophomore standing.
380. **POPULATION.** 3 cr. A treatment of the social and cultural factors which influence the biological behavior of man; stress upon the social implications of population data and their human significance rather than on a statistical presentation of biosocial facts; classification of population into categories that have sociological meaning; population movements. Prerequisite: sophomore standing.
390. **SOCIOLOGY OF AMERICAN INSTITUTIONS.** 3 cr. A sophisticated analysis of the main cultural and social structures of American society; kingship and the family in the United States; social stratification; American economic, political educational and religious institutions; values and beliefs in American society; social organization and integration of American society. Prerequisite: sophomore standing and Sociology 201.

DEPARTMENT OF SPEECH

Messrs. Dudek (Chmn.), Hruska.

Speech is not a major subject.

All students must pass successfully the course Speech 200, Essentials of Public Speaking, before being admitted to candidacy for any degree. Transfer students must present **three credits** in an equivalent course to satisfy this requirement.

An education minor in speech can be earned through a program of courses suggested by the head of the department and totalling 24 credit hours in speech. Students minoring in speech will be expected to take part in at least two productions of the College Players as performers or members of the production staff.

The course symbol for speech is Sp.

200. **ESSENTIALS OF PUBLIC SPEAKING.** 3 cr. Principles and practice in the composition and delivery of original speeches to develop the ability to handle effectively the usual demands for speaking which confront the educated person.

205. **ADVANCED PUBLIC SPEAKING.** 3 cr. Advanced training in oral communication with discussion and practice in all of the primary purposes.

211. **ARGUMENTATION.** 3 cr. Application of logical principles to discourse. Preparation and delivery of the type of speech which aims to convince.

222. **VOICE AND DICTION.** 3 cr. Analysis of the vocal mechanism; principles of proper articulation and use of the voice.

321. **SPEECH PATHOLOGY.** 3 cr. Physiological and psychological aspects of speech disorders.

341. **DEVELOPMENT OF DRAMATIC ART.** 3 cr. A comprehensive survey of the theory, history and literature of the theater and drama of the classical periods of Greece and Rome.

342. **DEVELOPMENT OF DRAMATIC ART.** 3 cr. A comprehensive survey of the theory, history and literature of the theater and drama of the Middle Ages, the Renaissance, and the seventeenth century.

343. **DEVELOPMENT OF DRAMATIC ART.** 3 cr. A comprehensive survey of the theory, history and literature of the theater and drama of the eighteenth and nineteenth centuries and of the modern period.

376. **TELEVISION IN EDUCATION.** 3 cr. Analysis and application of the principles of the psychology of attention, interest and motivation in learning to the production and performance of broadcasts for educational purposes.

391. **PERSUASION.** 3 cr. Methods of influencing human belief and behavior. Examination of the logical and psychological bases underlying effective spoken and graphic persuasive communication.

392. **PSYCHO-SEMANTICS.** 3 cr. Analysis of the role of language in the development of conflict, confusion, misevaluation and prejudice; examination of the phenomena of identification, oversimplification, distortion, abstracting, ambiguity and projection. Use of language for clarity, accuracy and proper evaluation.

PROGRAMS OF STUDY

394. **GROUP DYNAMICS AND LEADERSHIP.** 3 cr. Study of the nature, processes and problems of group activity and leadership. Analysis of the factors of adjustment, communication and collaborative action in small groups.

DEPARTMENT OF THEOLOGY

Fathers Augustyniak, Colavechio, Mihalyi, Olson, VerBust, Veszelovszky (Chmn.), Weber.

Our Lord's commission to His Church to teach whatsoever He commanded regarding the redemption and salvation of man is the reason for an organized program of religious instruction in a Catholic college. The special need for such a program in these times of "educated" confusion is obvious. The student's contacts with doubt and error, whether these contacts be of the past or of the present or in the future, may well require that he learn again the truth and the beauty of his faith or that he intensify and even correct his attitudes regarding it. In any case his religious and moral knowledge should mature along with the other knowledge he acquires, lest his development be one-sided and dangerous to himself and to society. Without continued contact with the things of God and the soul, faith grows weak and dies, hope and love become centered in objectives that are not men's true end and destiny.

The re-emergence of theology as a respected discipline, the serious attention paid to prominent theologians, the current drive for unity in Christianity, the striking efforts and promise of the Vatican Councils to re-structure the Catholic Church and make her better understood by and more attractive to contemporary man, and the great interest generated in the secular press by these efforts are some signs that theology in general and Catholic theology in particular are much more in the relatively near future likely to exert a positive influence on the shaping of the culture than in the past two or three centuries. Even apart from this possibility, the vision of reality enjoyed by a Catholic college demands a prominent place for theology.

REQUIREMENTS FOR THE GENERAL EDUCATION CURRICULUM:

1. For those presently enrolled who choose to remain under the former general education curriculum:

a. Graduates of 1965: courses numbered Theology 110, 111, 207, 220, 400, and 350.

b. Graduates of 1966: courses numbered Theology 110, 111, 220, 400 and 350.

c. All subsequent students must follow the present general education curriculum.

2. For those presently enrolled who choose the current general education curriculum, the requirement consists of the four courses, Theology 110, 111, 220 and 400. If the student has already completed some of these courses for 2 or 4 credits, the difference between his total credits in theology and 12 need not be made up.

3. For transfer students:

a. From another Catholic college: to present theology credits from that college which were required during the time of his enrollment, and 3 credits per 36 earned at St. Norbert.

SPECIAL PROGRAMS

b. From a non-Catholic college: to present 3 credits in theology per 36 credits earned while enrolled at St. Norbert.

4. All Catholic students working for a degree are required to take 12 credits in theology: courses 110, 111, 220, 400. Students whose work for the degree was done predominantly in the summer sessions may be granted permission to present less than 12 credits.

Students not working for a degree are not obligated to take courses in theology.

The course symbol for theology is Th.

110. **OLD TESTAMENT THEOLOGY.** 3 cr. A study of the Old Testament. The organic development of Messianism. Israel's messianic hope from its beginnings to its ultimate eschatological expression.

211. **NEW TESTAMENT THEOLOGY.** 3 cr. A study of Jesus Christ based on the books of the New Testament. The fulfillment of God's progressive revelation.

207. **ECCLESIOLOGY.** 3 cr. An attempt is made in this course to penetrate the mystery of the Church. Our Mother Church is examined as the Spouse and the Mystical Body of Christ, the New Covenant, the Kingdom of God, and the Communion of Saints.

320. **SACRAMENTAL THEOLOGY.** 3 cr. A survey of the seven sacraments, through which Christ continues to impart the fruits of redemption.

324. **THE SACRAMENTS OF VOCATION.** 3 cr. Problems of modern society, especially as they relate to the basic vocational choices of marriage or dedicated virginity. Christian solutions are emphasized.

400. **SOCIO-ECONOMIC ENCYCLICALS.** 3 cr. Problems of man and society, employer and employee, communism, social reconstruction.

450. **THE LAW OF CHRIST.** 3 cr. This course is designed to show how fallen and elevated man can follow Christ, in his everyday living. A study of the Christian virtues illustrates how man, uniting his will with the Divine Will, lives a life of increasing freedom and perfection.

SPECIAL PROGRAMS

HONORS PROGRAM

Mr. Phelan, Director

For those who are talented academically by reason of aptitude and achievement, the honors program aims to provide challenge, stimulation, and opportunity. It attempts to do this by the use of a variety of learning techniques suited to the maturity of the student; by providing an arrangement for the mutual association of students who share common academic ideals; and by approaching the curriculum and its content on the basis of individual needs.

PROGRAMS OF STUDY

Basically, the program is for one who sees the challenge, and accepts it. Practically, several criteria are observed in inviting students to participate in the program. They are: high school achievement, aptitude as indicated on entrance exam scores, and record of college success for those who have undertaken one or more terms. It hopes not to exclude anyone with the capability, the interest, and the willingness to work.

Toward achieving the objectives of honors, the program aims to help the student establish a way of life appropriate to the student-scholar. It hopes to inspire a commitment, a dedication to learning for itself. It is felt that enthusiasm generated over ideas will have their affect in all aspects of student life. To this end, the program contains a two-fold division: the curricular, and the co-curricular.

As a program in "general honors", it hopes to provide integration for the student in the following areas of study: theology, humanities, social science, and natural science. It does this through the regular curriculum, and by means of special techniques, of which the most prominent has been the seminar. Credits taken via a seminar or independent study arrangement are applicable to the regular core requirement.

The "lounge" offers a physical facility which is focal point for discussions, both formal and informal, related to the cultural and intellectual offerings at the college during the year. Students are encouraged to participate in the workshops of the drama seminar; in cinematic productions offered; in the poetry sessions of our poet-in-residence.

Successful completion of the program within the general areas of emphasis will entitle the student to a degree in "general honors" in the particular area of competence as judged by an evaluation committee on the basis of achievement on the GRE area exams and the student's record.

HUMANITIES

The HUMANITIES consist of a group of courses which approach the study of western man from the viewpoint of his cultural heritage and which cut across the usual departmental lines to integrate the study of Western literature, history, philosophy, and the fine arts. The courses are administered directly by the dean of the college, and are taught principally by one lecturer, who nevertheless enlists the cooperation of colleagues in germane fields.

Underlying all the studies in these courses is the demonstration of Christianity as a chief motivational and formative force in the development of Western culture.

PREDENTAL PROGRAM

Dr. N. J. Flanigan, Adviser

The minimal requirements for admission to a school of dentistry are two years of college work, including one year each of English, inorganic chemistry, biology, and physics and a course in organic chemistry. The electives necessary to complete the 60 credit-hours should be selected from among the specific recommendations made by the dental schools to which the student intends to apply for admission. The wide variations in recommendations do not permit the publication of a curriculum applicable to all dental schools and to all predental students. Rather, the predental adviser meets with students, both to orient groups of students and with individuals, to assist in setting up their programs of study.

Predental students are also required to take the nationally administered Dental Aptitude Test. While the predental adviser makes available information regarding this test and application forms for the test, the student is cautioned that actual arrangements to take the test remain an individual responsibility.

PRE-ENGINEERING PROGRAM

Rev. Damian Wieber, O. Praem., Adviser

St. Norbert College operates, with the school of engineering of Marquette University, a 3-2 engineering program, according to which the student follows a three-year pre-engineering course at St. Norbert, and then takes a two year program in his chosen field of engineering at Marquette. At the end of his first year at Marquette, by which time he will have completed four years of college, he will receive from St. Norbert College the degree of bachelor of science; and upon the completion of his second year at Marquette, he will be awarded the appropriate engineering degree by that school. The fields available are civil, mechanical, and electrical engineering.

To be admitted to this program the student must have had in high school at least three years of mathematics and a year of physics, and must have finished in the upper quarter of his class.

St. Norbert College also cooperates with the University of Detroit in an engineering program in which students, after they have completed the sophomore year of the curriculum, may transfer to the college of engineering of the University of Detroit and continue their studies toward the bachelor's degree in engineering. These students proceed in the University of Detroit without interruption, special courses, or other adjustment, provided that they have satisfactorily completed the freshman and sophomore years of the St. Norbert College pre-engineering program.

The engineering degree program in the University of Detroit is organized according to the well-known cooperative plan, and is three years in length, following the completion of the sophomore year. During these three years the students divide their time about equally between 13-week periods for attendance in the University of Detroit, including vacations and recesses, and alternately, 13-week periods for training in the engineering industries. Such alternation between the university and the industries is an important feature of the cooperative plan. The purpose of industrial training is to make the students familiar with engineering techniques and practices, and with the engineering environment.

While in their training assignments in the industries, students are actually employed. They are paid for their services, and their earnings enable them, on the average, to pay 75% of the cost of attending the University of Detroit in the upper three years, including living costs. The industrial coordinators of the University of Detroit propose to arrange employment for transferred St. Norbert College students in the Green Bay area if at all possible, and if such employment is appropriate to the career objectives of the student.

Bulletins of the college of engineering of the University of Detroit are available in the office of the registrar.

PRELAW PROGRAM

Rev. Norbert R. Manders, O. Praem., Adviser

There are no particular courses which must be taken by a prelaw student. The qualities it is most important for a law student to possess are not the product of any one course or combination of courses. They can be developed in any

PROGRAMS OF STUDY

course which is well taught by an exacting teacher who requires his students to extend themselves. In the words of Chief Justice Stone: the emphasis should be put on the intellectual discipline which the student derives from courses and particular teachers, rather than on selection of particular subjects without reference to the way in which they are taught.

Many law schools recommend a working knowledge of accounting. Consequently, prelaw students are urged to take at least six hours of basic accounting. Advanced English composition is also recommended. For the rest, college days should be devoted to the cultivation of intellectual and cultural interest and to the formation of habits of inquiry, of accuracy and of intensive study. As already indicated, any number of courses in various fields of learning, such, for example, as English, history, mathematics, philosophy, etc. will serve this purpose.

Many law schools today require a bachelor's degree before acceptance. Although some schools accept students after three years of college, there is a definite trend toward the degree requirement. It is strongly recommended, therefore, that prelaw students confer with the prelaw advisor in the choice of a major, and complete the B.A. or B.S. program.

PREMEDICAL PROGRAM

Dr. N. J. Flanigan, Adviser

Each premedical student is to arrange his program of studies so that it will fulfill the general and specific requirements of the medical schools to which he intends to apply for admission. ALL medical schools require a minimum of 90 credit-hours, including the following:

	Credit-hours
English	6-15
Biology (including Embryology)	10-15
Inorganic Chemistry	8-10
Organic Chemistry	8-10
Quantitative Analysis	4-8
Physics	8-10
Mathematics	3

The electives necessary to fill in such a minimal program will be selected by the student from the recommendations by the medical schools of his choice. Some medical schools require a degree for admission. The student must then select a major program which includes the minimal requirements.

Because of the individual variations in requirements by the more than 80 medical schools in this country, no general curriculum can be published which will be applicable to all medical schools and to all premedical students. Rather, the premedical adviser meets with students, both to orient groups of students and with individuals, to assist in setting up their programs of study. It is strongly recommended that the student should not enter this field of endeavor with the intent of merely fulfilling minimal requirements but that he should arrange his program to progress normally toward a degree. Successful completion of more than the minimal requirements can be a factor in acceptance to a medical school.

Each applicant to a medical school is required to take the nationally administered Medical College Admission Test. While the premedical adviser makes available information regarding this test and can supply application forms for the test, the student is cautioned that the actual arrangements to take the test are an individual responsibility.

Students preparing for pharmacy or the veterinary profession should also confer with the premedical adviser.

MEDICAL TECHNOLOGY

Dr. N. J. Flanigan, Adviser

In cooperation with the schools of medical technology of St. Vincent Hospital, Green Bay and of Mercy Hospital, Oshkosh, St. Norbert College offers the degree of bachelor of science in medical technology. The student takes three years of college work at St. Norbert. In the summer following his junior year he begins a calendar year of internship at the school of medical technology of his choice. After the internship he is eligible to take the national board registry examination in medical technology. Upon successful completion of all college and technology courses and the passing of the National Board Examination, the degree of bachelor of science in medical technology is conferred by St. Norbert College at the subsequent commencement.

The program fulfills the requirements of The American Society of Clinical Pathologists for internship, the additional recommendations of the concerned schools of medical technology and the requirements of St. Norbert College for the bachelor's degree.

Very Rev. Dennis M. Burke, O. Praem.
President of St. Norbert College



ADMINISTRATION AND FACULTY

ORGANIZATION

St. Norbert College is owned and operated by the Premonstratensian Fathers, a Wisconsin corporation, also known as the Norbertine Fathers, or Canons Regular of Premontre, whose corporate title is, "The Premonstratensian Fathers, West De Pere, Wisconsin."

Since St. Norbert College is owned and operated by the Norbertine Fathers the board of trustees of the college is composed of the Right Reverend Abbot of St. Norbert Abbey and the members of his governing council. The immediate administration of the college rests with a president, appointed by the abbot, and a board of administration. Assisting the president are several lay groups: the board of governors, whose members act as consultants in general administrative policies; the Green Bay-De Pere and Fox Cities "citizens committees", groups of prominent business and professional leaders who advise the college more specifically around the relationship of St. Norbert to community growth and development; the development council; and an alumni advisory council, which functions in an advisory capacity in matters pertaining to alumni cooperation.

The various faculty committees appointed by the president to assist in academic and administrative work cede to the faculty of the college when called into formal session.

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 M.S., University of Wisconsin
 Ph.D. (Cand.) University of Michigan
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- Mrs. Richard E. Calnin
Lecturer in German
- Richard E. Calnin
 B.A., St. Francis
 B.A., Mexico City College
 M.A., University of Wisconsin
Assistant Professor of German and Spanish
- Raymond P. Clouthier
 B.S., Loyola University, Los Angeles
 M.Ed., Notre Dame
 Ed.D., Loyola University, Chicago
Associate Professor of Education
- Joseph Cohen
 B.M., M.M., Texas Christian University
 Ph.D., University of Rochester
Assistant Professor of Music
- Rev. Xavier G. Colavecchio, O. Praem.
 B.A., St. Norbert College
 S.T.L., Gregorian University, Rome
 S.T.D., Catholic University of America
Assistant Professor of Theology
- Rev. Vincent A. Conway, O. Praem.
 B.A., St. Norbert College
 Ph.D., Angelic Institute, Rome
Assistant Professor of Philosophy
- Rev. Robert J. Cornell, O. Praem.
 B.A., St. Norbert College
 M.A., Ph.D., The Catholic University
 of America
Associate Professor of History
- Mrs. Ronald Dart
 B.A., Cardinal Stritch College
Lecturer in Art
- Thomas A. Davidson
 B.A., M.A., Ph.D. (Cand.) State University
 of Iowa
Assistant Professor of English
- Rev. Vincent J. De Leers, O. Praem.
 B.A., St. Norbert College
 M.S., University of Wisconsin
Associate Professor of Chemistry; Dean

ADMINISTRATION AND FACULTY

- Rev. Rowland C. De Peaux, O. Praem.,
(On leave)
B.A., St. Norbert College
M.A., University of Wisconsin
Instructor in French and Spanish
- Daniel F. Dickhut
B.S., M.S., University of Wisconsin
Assistant Professor of Art
- Rev. Alphonsus F. Diederich, O. Praem.
B.A., St. Norbert College
M.Ed., Marquette University
Ed.D., University of California, Los Angeles
Associate Professor of Education
- Rev. Luke B. Dionne, O. Praem.
B.A., St. Norbert College
Dean of Men
- Rev. Joseph E. Dorff, O. Praem. (On leave)
B.A., St. Norbert College
M.A., Ph.D., (Cand.) The Catholic
University of America
Instructor in Psychology
- Lee J. Dudek, (On leave)
B.A., Marquette University
M.A., Northwestern University
Associate Professor of Speech
- Harold Ecker
B.S., St. Norbert College
B.S., M.E., Kansas State University
Lecturer in Drawing
- Norbert J. Ecker
B.A., St. Norbert College
M.S., University of Wisconsin
Associate Professor of Music
- James R. Faulds
B.A., St. Norbert College
LL.B., Marquette University
Lecturer in Economics
- Rev. Robert K. Finnegan, O. Praem.
B.A., St. Norbert College
M.B.A., University of Notre Dame
Instructor in Business Administration
- Norbert J. Flanigan
B.A., St. Norbert College
M.S., Ph.D., State University of Iowa
Assistant Professor of Biology
- SFC James W. Frewerd, RA UNASGD
Instructor in Military Science
- Thomas F. Grib
B.A., M.A., Ph.D., Loyola University,
Chicago
Assistant Professor of Psychology
- Suzanne Gross
B.A., Beloit College
Poet in Residence
- Rafael A. Gutierrez
B.A., University of Puerto Rico
Instructor in Spanish
- MSgt. Louis C. Hagemeyer, RA UNASGD
Instructor in Military Science
- William Hinkfuss
B.S., St. Norbert College
LL.B., LL.M., Georgetown University
Law School
Lecturer in Economics
- Rev. Roland J. Hoffman, O. Praem.
B.A., St. Norbert College
M.A., University of Wisconsin
Associate Professor of English
- Robert L. Hoffmann
Ph.B., M.Ed., Marquette University
Lecturer in Education
- Rev. Cassian R. Holbay, O. Praem.
Dipl. Prof., Royal Catholic University
of Budapest
Associate Professor of Latin
- James G. Hollenback
B.S., Marquette University
M.S., Ph.D. (Cand.) University of Wisconsin
Instructor in Biology
- Capt. O. T. Hrnccir, Q.M.C.
B.S., Texas A&M
Assistant Professor of Military Science
- Edward J. Hruska
Ph.B., M.A., Marquette University
Assistant Professor of Speech
- Mrs. Sadie Berman Jerry
Lecturer in Music
- Rev. Fabian A. Jolicœur, O. Praem.
B.A., St. Norbert College
M.A., Université Laval
Assistant Professor of French
- Capt. Jerome Johnson, INF.
B.S., St. Norbert College
Assistant Professor of Military Science
- Mrs. June Kashnig
B.S., Milwaukee State Teachers College
Lecturer in Art
- Rev. Anselm M. Keefe, O. Praem.
B.A., St. Norbert College
M.A., The Catholic University of America
Ph.D., University of Wisconsin
LL.D., St. Ambrose College
Professor of Biology
- Rev. Edward C. Killeen, O. Praem.
B.A., St. Norbert College
M.A., Ph.D., University of Wisconsin
Professor of Economics
- Eugene J. Knox
B.S., Marquette University
Lecturer in Business Administration
- Howard L. Kolstad
B.S., Wisconsin State College at Eau Claire
Instructor in Physical Education
- Ronie R. Kosnar
B.S., St. Norbert College
M.S., University of Wisconsin
Assistant Professor of Physical Education
- Robert F. Kramer
B.S.C., De Paul University
Certified Public Accountant
*Assistant Professor of
Business Administration*

ADMINISTRATION AND FACULTY

- Rev. Ernest J. LaMal, O. Praem.
B.A., St. Norbert College
M.Ed., Marquette University
Ed.D., Loyola University, Chicago
Professor of Education
- Mrs. Walter J. Lambert
B.S., Eau Claire, Wisconsin State College
Assistant in Physical Education
- James I. Lang
B.S., M.S., University of Wisconsin
Ph.D., Illinois Institute of Technology
Assistant Professor of Physics
- Richard J. Londo
B.A., St. Norbert College
M.A., University of Wisconsin
Assistant Professor of English
- John S. MacCauley
B.A., University of Notre Dame
Vice President for Development
- Rev. M. J. Madaj
B.Mus., American Conservatory of Music
M.A., De Paul University
M.A., St. Mary of the Lake Seminary
Ph.D., Loyola University, Chicago
Instructor in History
- Rev. Norbert R. Manders, O. Praem.
B.A., St. Norbert College
M.A., The Catholic University of America
Instructor in History; Registrar
- Miss Beverly Marlow
B.S., College of St. Catherine
M.A., Rosary College
Assistant Librarian with Rank of Assistant Professor
- Gerald M. Matern
B.M., Lawrence College
Instructor in Music
- Stanley A. Matysiak
B.S., Loyola University, Los Angeles
M.A., St. Louis University
Instructor in English
- Donavan McDonough
B.A., M.A., San Francisco State College
Ph.D. (Cand.) State University of Iowa
Assistant Professor of English
- Rev. Brendan J. McKeough, O. Praem.
B.A., St. Norbert College
M.A., Marquette University
Assistant Professor of Economics
- The Very Rev. Neal J. McLaughlin, O. Praem.
B.A., St. Norbert College
Assistant Professor of Latin
- Miss Lucille Meusel
Post Graduate, Lawrence Conservatory;
Graduate, Chicago Musical College
D.M. (Hon.), Lawrence College
Lecturer in Music
- Rev. Gilbert E. Mihalyi, O. Praem.
M.A., Georgetown University,
Washington, D. C.
S.T.D., Royal Pazmany University,
Budapest, Hungary
Instructor in Theology
- Lawrence L. Motiff
B.A., St. Norbert College
M.S., University of Wisconsin
Associate Professor of Chemistry
- Rev. Richard D. Mulroy, O. Praem.
B.A., St. Norbert College
M.Ed., Marquette University
Lecturer in Journalism and Education
- Melvin J. Nicks
B.A., Loras College
M.A., University of Iowa
Associate Professor of Physical Education
- Rev. Nicholas E. Nirsohl, O. Praem.
B.S., St. Norbert College
M.A., Ph.D., University of Wisconsin
Assistant Professor of Mathematics
- Rev. George F. O'Brien, O. Praem.
B.A., St. Norbert College
M.A., University of Villanova
Lecturer in English
- William J. O'Callaghan
B.A., Siena College
M.A., Marquette University
Assistant Professor of Philosophy
- Rev. Robert W. Olson, O. Praem.
B.A., St. Norbert College
Lecturer in Theology
- Robert C. Padden
A.B., M.A., Ph.D., University of California
Associate Professor of History
- Mrs. Lucille W. Phelan
B.A., Loretto Heights College
Lecturer in Music
- Thomas W. Phelan
B.A., Regis College
M.A., St. Louis University
*Associate Professor of Philosophy;
Director of Honors Program*
- Donald L. Pieters
B.A., St. Norbert College
M.A., University of Wisconsin
Librarian with Rank of Assistant Professor
- Capt. Gerald C. Portier, ARTY
B.S., Louisiana State University
Instructor in Military Science
- Paul E. Reed
B.M., M.M., Drake University
Instructor in Music
- James T. Regan
B.S., Regis College
M.A., St. Louis University
Associate Professor of Philosophy
- Rev. Joseph G. Regan, O. Praem.
B.A., St. Norbert College
Director of Admissions
- Patrick W. Reidy
B.S., St. Norbert College
Business Manager
- Major Jefferson K. Rogers, INF.
B.S., University of Colorado
Assistant Professor of Military Science

ADMINISTRATION AND FACULTY

- Rev. Sebastian Schalk, O. Praem.
B.F.E., Marquette University
Instructor in Physics
- Rev. Arnold J. Schinkten, O. Praem.
B.A., St. Norbert College
M.A., The Catholic University of America
Associate Professor of Education
- Donald J. Schneider
B.S., St. Norbert College
M.B.A., University of Pennsylvania
Lecturer in Business Administration
- John H. Schoultz
B.S., St. Norbert College
Assistant Director of Admissions
- Rev. Boniface J. Spellman, O. Praem.
B.A., St. Norbert College
M.A., University of Wisconsin
Professor of Latin, Greek and Geography
- Rev. Robert A. Sromovsky, O. Praem.
B.A., St. Norbert College
M.A., Ph.D., University of Wisconsin
Professor of Music
- Raymond J. Stroik
B.S., Wisconsin State College, Stevens Point
M.A., University of Wisconsin
Instructor in History
- S.Sgt. Jack M. Tinsley, INF.
Instructor of Military Science
- Rev. Jerome Tremel, O. Praem.
B.A., St. Norbert College
M.S., Ph.D., Purdue University
Assistant Professor of Mathematics
- Rev. Bede L. Vande Castle, O. Praem.
B.A., St. Norbert College
M.A., University of Wisconsin
*Associate Professor of French;
Director of Student Personnel*
- Rev. Robert C. VandeHey, O. Praem. (On leave)
B.A., St. Norbert College
M.S., Ph.D., University of Notre Dame
Assistant Professor of Biology
- Rev. Richard Ver Bust
B.A., St. John's University
Lecturer in Theology
- Rev. Albin V. Veszelovsky, O. Praem.
S.T.L., The Gregorian University, Rome
S.T.D., The Catholic University of America
Assistant Professor of Theology
- J. Wilbur Vickery
B.A., St. Norbert College
Lecturer in English
- Norman M. Watermolen, (On leave)
B.A., St. Norbert College
M.A., University of Wisconsin
Assistant Professor of Mathematics
- Neil J. Webb
B.S., Marquette University
M.A., Ph.D., Loyola University, Chicago
Associate Professor of Psychology
- Rev. Emmet Weber
M.A., St. Paul Seminary
Lecturer in Theology
- Sister Mary Angelica Wiater, S.S.J.
Ph.B., De Paul University
M.A., Loyola University, Chicago
Assistant Professor of Education
- Rev. Damian B. Wieber, O. Praem.
B.A., St. Norbert College
Instructor in Mathematics
- Edward J. Williams
B.S., Regis College
M.S., University of Notre Dame
Ph.D., Purdue University
Assistant Professor of Chemistry
- Jere Phillips Wilson
B.A., M.A., Ph.D., University of Chicago
Assistant Professor of Psychology
- Charles A. Wunsch
B.S., Loyola University
M.S., M.D., University of Illinois
Lecturer in Psychology
- Mrs. Virginia F. Zehren
B.S., University of Illinois
M.S., Ph.D., University of Wisconsin
Lecturer in Chemistry

**SUPERVISING TEACHERS COOPERATING IN
TEACHER EDUCATION PROGRAM**

Brown County Elementary Supervisors

Mrs. P. Barber
Nicolet School
Mrs. I. Boes
Irwin School
Mrs. C. Bowman
Cormier School
Mrs. D. Brennan
Irwin School
Mr. J. Delvoye
Cormier School
Mrs. A. Dewitt
Webster School
Miss Englebert
Norwood School
Mrs. L. Farr
Webster School
Miss G. Finnegan
Lincoln School

Mrs. A. Franken
Dickenson School
Mr. T. Herzog
Jackson School
Mrs. R. Hesseler
Irwin School
Mrs. A. Hurchman
Webster School
Miss I. Jankowski
Norwood School
Mrs. A. King
Nicolet School
Mrs. C. Lester
Danz School
Mr. R. Nelson
Cormier School

Mrs. C. Schumeth
Dickenson School
Mrs. M. Skenadore
Lincoln School
Mrs. M. Smits
Webster School
Miss I. Treadway
Dickenson School
Mrs. A. Van Beek
Danz School
Mrs. G. Weber
Cormier School
Mrs. J. Wilson
Cormier School
Mr. J. Wotruba
Danz School

High School Supervisors

De Pere High School

Mrs. A. Ahasay
Mr. K. Armstrong
Mrs. M. Buechel
Mr. B. Christensen
Mr. J. Coutts

Mr. J. De Lorme
Miss K. Devine
Mrs. J. Guerin
Mr. J. Janssen
Mr. W. Koepke

Mr. J. Marchant
Mr. J. Miller
Mr. R. Parmentier
Mrs. J. Quinette
Mr. C. Smits

West De Pere High School

Mr. R. Barron
Miss V. Beckman
Mr. D. Byers
Mr. R. De Groot
Mrs. S. Gehrke

Mr. D. Gentile
Mr. R. Hoerning
Miss R. Hofacker
Mr. A. Kashnig

Mrs. M. Kirchman
Mr. R. Staszak
Mr. L. Van Lanen
Mr. H. Van Rite

East Green Bay High School

Mr. W. Adamson
Mr. R. Duaiame
Mrs. K. Harvey
Miss M. Hoeffs

Mr. R. Hubbard
Mr. W. Otto
Miss S. Smith

Mr. N. Smits
Mr. D. Vollrath
Mr. N. Hinkley

West Green Bay High School

Mr. J. Aschenbrener
Mr. D. Dickinson
Mr. J. Engels
Miss D. Koller

Miss H. Pearson
Miss A. Perkovitch
Mr. R. Plucker

Mr. C. Saari
Mr. R. Spielbauer
Mr. J. Sylvester

ADMINISTRATION AND FACULTY

Franklin Junior High School—Green Bay

Miss M. Havlick
Mr. G. Hurriah

Miss R. Johnson

Mr. W. Lambert

Washington Junior High School—Green Bay

Miss S. Bennett

Mrs. A. Trettin

Preble High School

Mr. G. Bradley
Mrs. M. De Salva
Miss B. Dunne

Mr. F. Hansen
Miss B. Hughes
Miss J. Sander

Mrs. O. Showers
Mr. J. Speth
Mr. A. Wadzinski

Preble Junior High School

Mrs. M. White

FACULTY COMMITTEES

Academic Careers: Mr. Phelan, Chmn., Mr. Calnin, Mr. Flanigan, Fr. Nirschl

Admissions: Fr. Regan, Chmn., Fr. Manders

Advanced Standing and Placement: Fr. LaMal, Chmn., Mr. Gutierrez, Mr. Matyshak

Athletics: Mr. Jacobs, Chmn., Mr. Clouthier, Fr. Dionne, Fr. Hoffman

Degrees and Standings: Fr. McKeough, Chmn., Fr. Manders, Fr. Tremel

Faculty Activities: Fr. Conway, Chmn., Mr. Kosnar, Mr. Mattern, Mr. Pieters

Faculty Policy: Mr. Grib, Chmn., Mr. Calnin, Fr. McKeough, Mr. Reidy, Fr. Vande Castle

Faculty Welcoming: Mr. and Mrs. J. T. Regan, Chmn., Mr. and Mrs. T. F. Grib, Mr. and Mrs. H. L. Kolstad

Finance: Mr. Reidy, Chmn., Fr. Killeen, Fr. Finnegan

Honors: Mr. Phelan, Chmn., Mr. Albjerg, Fr. Colavechio, Mr. Dickhut, Mr. Hollenback, Mr. Davidson

Military Deferments: Professor of Military Science, Chmn., Assistant Professor of Military Science

Student Aid: Fr. Dionne, Chmn., Mr. Clouthier, Mr. Londo, Mr. Reidy, Fr. Vande Castle

Student Organizations: Mr. Nicks, Chmn., Fr. Jolicoeur, two representatives of the student body

Student Social Functions: Mr. Regan, Chmn., Miss Burns, two representatives of the student body

Teacher Education: Fr. LaMal, Chmn., Sr. Angelica, Mr. Calnin, Sr. Clarence, Mr. Clouthier, Fr. Diederich, Mr. Dudek, Mr. Ecker, Fr. Hoffman, Mrs. Kashnig, Mr. Londo, Fr. Madaj, Fr. Mulroy, Mr. Nicks, Fr. Schinkten, Fr. Wieber, Mr. Williams

APPENDIX A: LIST OF GRADUATES, 1962 and 1963

JANUARY, JUNE, AND JULY, 1962

Art

Robert Kirschling, B.S.

Biology

Andrew M. Adam, III, B.S.
 Nic A. Bachhuber, B.S.
 **James Anthony Bugay, B.S.
 Richard J. Burg, B.S.
 Dennis W. Burke, B.S.
 Delbert J. Cornette, B.S.
 Judith Loretta Duggan, B.S.
 James Albert Felber, Jr., B.S.
 Michael T. Foley, B.S.
 Richard J. Gausselin, B.S.
 Lee E. Guetschow, B.S.
 Frederick Hegner, B.S.
 *David William Heisig, B.S.
 Harold J. Huempfer, B.S.
 *Stuart Mark Jansen, B.S.
 James Michael Lewis, B.S.
 Mary Patricia Morgan, B.S.
 George P. Noe, B.S.
 James D. Preston, B.S.
 Thomas A. Quinette, B.S.
 Daniel Joseph Schneider, B.S.
 Lawrence Paul Schumacher, B.S.
 Gerald Lawrence Svetlik, B.S.
 Clayton L. Vannes, B.S.
 Peter Eric Yeum, B.S.
 Gary Raymond Wouters, B.S.

Biology and Psychology

Daniel Versteegen, B.S.

Business Administration

Richard John Anheier,
 B.S. in Bus. Adm.
 Lawrence Baranick,
 B.S. in Bus. Adm.
 *Robert J. Beauchamp,
 B.S. in Bus. Adm.
 *Ronald W. Bertagnoli,
 B.S. in Bus. Adm.
 *William H. Campbell,
 B.S. in Bus. Adm.
 magna cum laude

*John Philip Coppens,
 B.S. in Bus. Adm.
 Gerald A. Crotteau,
 B.S. in Bus. Adm.
 Eugene Gries, B.S. in Bus. Adm.
 J. David Halloran, B.S. in Bus. Adm.
 Robert A. Hittner,
 B.S. in Bus. Adm.
 Paul Jack, B.S. in Bus. Adm.
 James Michael Kershasky,
 B.S. in Bus. Adm.
 Melvin John Koenigs, Jr.,
 B.S. in Bus. Adm.
 cum laude
 Gene A. Laurent, B.S. in Bus. Adm.
 *Jerrold L. Lipka,
 B.S. in Bus. Adm.
 *Lawrence J. Lipka,
 B.S. in Bus. Adm.
 John A. Logan, B.S. in Bus. Adm.
 William E. Matzke,
 B.S. in Bus. Adm.
 Gerald William Magnanenzi,
 B.S. in Bus. Adm.
 Gerald George Moseler,
 B.S. in Bus. Adm.
 *Jerome F. Mostek,
 B.S. in Bus. Adm.
 James Bernard Nuthals,
 B.S. in Bus. Adm.
 Cletus M. Rataichek,
 B.S. in Bus. Adm.
 William A. Reimer,
 B.S. in Bus. Adm.
 Roger C. Rhyner, B.S. in Bus. Adm.
 John Robert Richter,
 B.S. in Bus. Adm.
 Edward E. Snyder,
 B.S. in Bus. Adm.
 Susumu John Tabuchi,
 B.S. in Bus. Adm.
 John N. Welter, B.S. in Bus. Adm.
 Ronald Joseph Williams,
 B.S. in Bus. Adm.
 Daniel F. Van Zealand,
 B.S. in Bus. Adm.

*Commissioned a second lieutenant in the U.S. Army Reserves.

**Commissioned a second lieutenant in the Regular Army.

GRADUATES

Business Education

Roger Angst, B.S.
Susan A. Mongin, B.S.

Chemistry

Barbara J. Basteyns, B.S.
Richard H. Bavry,
B.S. magna cum laude
Charles L. Kehl, B.S.
Henry Michael Jacoby, B.S.
Arthur E. Luetzow, B.S.
Stephen M. Schumack, B.S.
Robert Howard Williams, B.S.
John Arnold Van Dinter, B.S.

Economics

James W. Gleisner,
B.S. magna cum laude
*Thomas Edward Payne, B.S.
*Richard S. Robinson, B.S.
Lawrence E. Ullman, B.S.
Roy V. Wenell, Jr., B.S.
William Norman Zanzig, B.A.

Education

Janet Ann Agamaite, B.S.
Sister M. Theodora Ascher, O.S.F.,
B.A.
Barbara Binsfeld, B.S.
Carol George De Groot, B.S.
Carolyn E. Gerlach, B.S.
Joanne Barbara Heintzkill, B.S.
Mary Lou Hermes, B.S.
Sister M. Bonaventure Hunt, O.S.F.,
B.S. magna cum laude
Betty Jameson, B.S.
Sister Jean Marie Murphy, O.P.,
B.S.
Elena Peabody Newman, B.S.
Sister Mary David Pawlak, S.S.J.,
B.S.
Sister M. Bede Piotrowski, O.S.F.,
B.S. cum laude
Marie V. Prochaska, B.S.
Sarah M. Rasmussen, B.S.
Marian Schleis, B.S.
La Verne Swille, B.S.
Sister M. Carlotta Ullmer, O.S.F.,
B.S. magna cum laude
Mary Carole Van Bellinger, B.S.
Rita W. Vanden Berk, B.S.

English

*Thomas Patrick Delaney, B.A.
Barbara Mae Effenberger,
B.A. magna cum laude
Joseph Henry Haen, B.A.
Mary Ann Jordan, B.A.
Mary Jane Maples, B.A.
Gerald H. Meulemans, B.A.
Carol Ann Piszczek, B.A. cum laude
Virginia Ann Voelker, B.A.

French

Ellen Margaret Balthazor,
B.A. cum laude
*David George Blahnik, B.A.
Sara Ellen Burgoyne,
B.A. cum laude
Sharon Kathleen Burke, B.A.
Diane Mary Grall, B.A.
Mary Jean Hyska, B.A.
Thomas William Pigeon, B.A.
James N. Reed, B.A.
Roger L. Reimer, B.A.
Teresa Stremer, B.A.
Sandra Swidler, B.A.

History

Nina Mae Collister, B.S.
Thomas G. Crooks, B.S.
*Michael B. Geary, B.S.
*Thomas F. Gossens, B.S.
Norman Edward Haas, B.S.
*James Peter Jorgensen, B.S.
Thomas John Landers, B.S.
John N. Langenfeld, B.S.
*Thomas Anthony McAndrews, B.S.
Sister M. Michaeline Moderski,
S.S.J., B.S. cum laude
André W. Pichette, O. Praem., B.S.
Richard Joseph Sheahan, B.S.
Gerald F. Simoens, B.S.
Jerome H. Vaessen, B.S.
*Paul Vincent Vanevenhoven, B.S.
*David Allen Wouters, B.S.

Latin

Shirley M. Wankey, B.A.
Dennis M. Farrell, B.A.

*Commissioned a second lieutenant in the U.S. Army Reserves.

**Commissioned a second lieutenant in the Regular Army.

GRADUATES

Mathematics

- *David C. Bayer, B.S.
- **Gary Alvin De Bauche, B.S.
- **Michael H. De Groot, B.S.
- James B. Einberger, B.S.
- Peter John Fellenz, B.S. cum laude
- John L. Goomey, B.S.
- *Carl David Guenther, B.S.
- James Robert Hughes, B.S.
- Wayne Philip Lindsley, B.A.
- Robert James Moes, B.S.
- Wayne John Reisner, B.A.
- LeRoy Herbert Utschig, B.S.
- *Ronald Vandenberg, B.S.
- Leonard A. Zittlow, B.S.

Medical Technology

Barbara Kapp, B.S. in Med. Tech.

Music

Ronald Lawrence Le Roy, B.S.
Glenn William Nelson, B.S.
Leslie Niles Whipple,
B.S. magna cum laude
Richard Francis Zellner, B.A.

Philosophy

Theodore James Antry, O. Praem.,
B.A.
*Gregory E. Bembinster,
B.A. cum laude

Mark D. Falcone, O. Praem., B.A.
Joel Patrick Garner, O. Praem.,
B.A. cum laude
Philip Roger Loudon, O. Praem.,
B.A.
Raphael John Maloney, O. Praem.,
B.A.
Edward Claude Stibili, O. Praem.,
B.A. cum laude
Bruce Thomas Tiber, O. Praem.,
B.S.

Psychology

Raymond Patrick Becker, B.S.
*William C. Gordon, B.S.
*James R. Linnen, B.A.
*Franklyn D. Loberger, B.S.
David A. Stolp, B.S.
*Richard Paul Vande Hei, B.S.
Thomas Whitman, B.S. cum laude

Spanish

Judith A. Redmond Morgan,
B.A. magna cum laude
*Jerome L. Statz, B.A.

Speech

Dennis J. McGuire, B.S.
Sister Mary Xavier Sigman, S.S.J.,
B.S. magna cum laude

JANUARY, JUNE, AUGUST AND NOVEMBER, 1963

Art

Marguerite Best, B.A.

Biology

*Raphael E. Boge, B.A.
Raymond J. Boge, B.S.
Robert T. Cavera, B.S.
James J. Cramer, B.S.
Michael E. Davison, B.S.
Patrick E. Dewane, B.S.
Arthur J. Dimeo, B.S.
Sister Mary Christina Gelting,
O.S.M., B.S.
*William J. Gross, IV, B.S.
*Alfred J. Hebert, B.S.

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Edward S. Kolakowski, B.S.
Lloyd Lagerstrom, B.S.
Dennis F. Lokmer, B.S.
*David J. Mahlik, B.S.
William H. McCarthy, B.S.
*Bruce T. Miketinac, B.S. cum laude
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*Patrick E. Stankevitz, B.S.
*Norbert A. Stingle, B.S.
*David O. Thiel, B.S.
Richard J. Titulaer, B.S.
*John E. Van Drisse, B.S.
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B.S. in Bus. Adm.
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*Paul J. Schwemin,
B.S. in Bus. Adm.
*Richard P. Taylor,
B.S. in Bus. Adm.
Jerome J. Vanden Hogen,
B.S. in Bus. Adm.
Keith J. Versteegen,
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Business Education

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Education

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Kathleen A. Kerrigan, B.S.
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Joy A. Le Mieux, B.S.
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James M. Paprocki, B.S.
Mary Ellen Poirier, B.S.
Sister M. Lucille Rekoske, O.S.F.,
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Sister Mary Edna Szitta, O.S.F.,
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Eleanore A. Torrey, B.S.
Mary K. O'Meara Van Drisse, B.S.
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 **James R. David, B.A.
 *Thomas Froelich, B.A.
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 Ronald L. Halper, B.A.
 Barbara C. Hyska, B.A.
 Lee M. Kadow, B.A.
 Marilyn A. Kollross,
 B.A. cum laude
 Karen V. Meeuwse, B.A.
 *Michael J. Mulroy, B.A.
 Judith A. Russell, B.A.
 *Robert C. Vandenbusch, B.A.
 Karen A. Wagner, B.A.
 Richard E. Wall, B.A.
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French

- Robert J. Bavry,
 B.A. magna cum laude
 Gilbert A. Jarvis, B.A.
 *David M. Lee, B.A.
 Dale H. Legois, B.A.
 *Donald R. Maslinski, B.A.
 *Lyle J. Rasmussen, B.A.
 Yvonne M. Rouse, B.A.
 Mary Techmeier, B.A.
 Kathryn A. Tobias, B.A.
 Carol J. Yuenger, B.A.

French and Speech

- Frances E. Elders, B.A. cum laude

History

- Thomas J. Brennan, B.S.
 Marvin H. Davis, B.S.
 Nicholas T. Ebben, B.S.
 Marshall E. Engel, B.S.
 J. Michael Fuersten, B.S.
 Ronald S. Rizzo, B.S.
 Thomas L. Stevens, B.S.
 Dorothea M. Waltzmann, B.S.
 *Thomas F. Wall, B.A.

Mathematics

- David D. Allen, B.S.
 James John Borman, B.S.

- Jeanne B. Coonen, B.A.
 *Orrin J. De Fere, B.S.
 Gerald L. Froelich, B.S.
 *John P. Gosz, B.S.
 Richard J. Hietpas, B.S.
 Richard John Maes, B.S.
 James T. Mallette, B.A.
 Sharon A. Martin, B.A. cum laude
 Robert J. Strick, B.A.
 Thomas H. Tess, B.S.
 **Thomas F. Vande Hei, B.S.
 George R. Waas, B.S.
 *Ervin J. Weber, B.S.
 Ruth A. Zoellner, B.S.

Medical Technology

- Terence Ericson Duffy,
 B.S. in Med. Tech.

Music

- Dennis M. Farrell, B.A.
 Kathryn E. Lindquist,
 B.A. magna cum laude
 James D. Maas
 Bachelor of Music cum laude
 James W. Mevenden, Sr.,
 Bachelor of Music
 Joanne M. Schaefer, Bachelor of
 Music Ed. magna cum laude

Philosophy

- Mitchel Boegel, O. Praem., B.A.
 Barbara J. Crabb, B.A.
 Salvatore Cuccia, O. Praem., B.A.
 Matthew Evans, O. Praem., B.A.
 Cyril Flatley, O. Praem.,
 B.A. cum laude
 Terence LeDuc, O. Praem., B.A.
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- Judith A. Faase, B.A.
- Donald E. Gabriel, B.S.
- Roger J. Janquart, B.S.
- Thomas L. Krautkramer, B.S.
- Barbara L. Loysen, B.S.
- Marilyn M. Marshall,
B.S. summa cum laude
- John T. Shea, B.S.
- *Carl L. Strem, B.S.
- Ann L. Van Beckum, B.S.
- Diane M. Wiese, B.S.

Spanish

- Marilyn Lee Millhiser,
B.A. cum laude

Speech

- Virginia M. Barbiaux,
B.S. cum laude
- Thomas M. Hickman, B.S.
- Paul H. Johnson, B.S.
- Sandra L. Lardinois, B.A.
- Margaret A. Lom, B.S.
- John H. Schoultz, B.S.
- *Kenneth A. Swattler, B.S.
- *James C. Verdegan, B.S.

APPENDIX B: ENROLLMENT FIGURES

	Regular Session		Total	Summer Session	Saturday Session
	Men	Women			
1931-32			135		
1932-33			203		
1933-34			271		
1934-35			267		
1935-36			250	265	
1936-37			251	283	84
1937-38			277	330	119
1938-39			311	362	104
1939-40			353	318	109
1940-41			344	338	127
1941-42			335	331	106
1942-43			338	*	50
1943-44			72	324	*
1944-45			73	355	34
1945-46			292	471	
1946-47			767	577	
1947-48			841	540	
1948-49			816	451	
1949-50			780	483	
1950-51			589	441	
1951-52			680	399	
1952-53			726	388	
1953-54			571	406	
1954-55			621	378	
1955-56			693	432	
1956-57			867	438	
1957-58			914	462	
1958-59			963	477	
1959-60	797	312	1,109	406	
1960-61	779	240	1,062**	390	
1961-62	808	320	1,152**	396	
1962-63	842	346	1,188	373	
1963-64	821	406	1,227		

The regular session figures are September enrollments, reported in terms of total credit students, i.e., all students taking courses for credit. The summer session enrollments are for the latter-mentioned calendar year. Thus, the "373" opposite the 1962-'63 year is the enrollment for the summer of 1963.

*Indicates no session held.

**The total enrollment figures for 1960-'61 and 1961-'62 exceed the combined men and women columns because no sex breakdown was provided for students in the evening session, the enrollment of which accounts for this difference.



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